



Education Council Meeting Packet

Tuesday, March 14, 2006

1:00 - 3:15 pm

Morris Hall

**Allan G. Bense
Speaker**

**Dennis K. Baxley
Council Chair**

FLORIDA HOUSE OF REPRESENTATIVES

Allan G. Bense, Speaker

Education Council

Dennis Baxley
Chair

Ralph Arza
Vice Chair

Meeting Agenda Tuesday March 14, 2006 Morris Hall 1:00 – 3:15 PM

- I. Opening Remarks by Chair Baxley
- II. Roll Call
- III. HB 75 John M. McKay Scholarships for Students with Disabilities Program
by Bilirakis

HB 205 Student Financial Assistance by Kravitz

HB 429 Florida School for the Deaf and the Blind by Proctor

HB 7041 Scholarship Program Accountability by Choice & Innovation
Committee

HB 7087 Education by PreK-12 Committee
- IV. Closing Comments / Meeting Adjourned

HOUSE OF REPRESENTATIVES STAFF ANALYSIS

BILL #: HB 75
SPONSOR(S): Bilirakis
TIED BILLS:

John M. McKay Scholarships for Students with Disabilities Program

IDEN./SIM. BILLS: SB 1152

REFERENCE	ACTION	ANALYST	STAFF DIRECTOR
1) Choice & Innovation Committee	7 Y, 0 N	Hunker	Kooi
2) Education Appropriations Committee	20 Y, 0 N	Eggers	Hamon
3) Education Council			
4)			
5)			

SUMMARY ANALYSIS

HB 75 redefines the term "students with disabilities" using modern terminology and eliminating hospitalized and homebound as a freestanding category of students with disabilities.

The bill revises eligibility for John M. McKay scholarships by allowing students who spent the prior year in the Florida School for the Deaf and the Blind or a Department of Juvenile Justice commitment program to apply for and receive McKay scholarships. The bill also removes the requirement that students have spent the prior school year in an *assigned* Florida public school. With the changes, prior year attendance at any Florida public school will qualify.

The bill eliminates Department of Education (DOE) funding of pre-paid private school tuition for McKay Scholarship recipients.

The bill requires school districts to report to DOE all students who attended the Florida School for the Deaf and the Blind for the prior year, and are now attending a private school under the John M. McKay Scholarship Program.

The bill has an indeterminate fiscal impact. See the FISCAL ANALYSIS section for more information.

The act shall take effect upon becoming law.

FULL ANALYSIS

I. SUBSTANTIVE ANALYSIS

A. HOUSE PRINCIPLES ANALYSIS:

Provide limited government – The bill increases the entitlement to John M. McKay Scholarships by including students, as defined by Federal law, in the categories of students who are eligible to receive the scholarship.

Empower families – This bill increases public and private school choice for eligible disabled children who spent the prior year in the Florida School for the Deaf and the Blind or a Department of Juvenile Justice commitment program.

Safeguard individual liberty – Students with disabilities leaving the Florida School for the Deaf and the Blind and Department of Juvenile Justice commitment programs will have access to public and private school choice options more quickly.

B. EFFECT OF PROPOSED CHANGES:

In 2002, the Florida Legislature authorized by law the statewide implementation of the John M. McKay Scholarships for Students with Disabilities Program. The program currently provides scholarships to attend either a qualifying private school or another public school to students with disabilities whose parents believe that their child's needs are not being met at their assigned public schools.

Students With Disabilities

Currently, the definition of "students with disabilities" found in s. 1002.39(1), F.S., includes K-12 students who are: (1) mentally handicapped; (2) speech and language impaired; (3) deaf or hard of hearing; (4) visually impaired; (5) dual sensory impaired; (6) physically impaired; (7) emotionally handicapped; (8) specific learning disabled; (9) hospitalized or homebound; or (10) autistic.

The bill changes the definition of "students with disabilities" to include K-12 students with the following disabilities: (1) documented mental retardation; (2) speech or language impairment; (3) hearing impairment, including deafness; (4) visual impairment, including blindness; (5) dual sensory impairment; (6) physical impairment; (7) serious emotional disturbance, including emotional handicap; or (9) specific learning disability, including, but not limited to: dyslexia; dyscalculia; developmental aphasia; traumatic brain injury; or autism.

This bill changes the definition of "students with disabilities" to the modern terminology for disabilities used in the federal regulations (See 34 C.F.R. § 300.7(c)). The bill eliminates "hospitalized and homebound" as a free-standing category of students with disabilities, but these students may qualify for the McKay Scholarships under any of the other enumerated categories. It is important to note, that a disability in and of itself does not guarantee the right to a McKay scholarship. The disability must be recognized under State Board rules¹ and the student must have a current individual education plan.²

Scholarship Eligibility

Currently, a parent of a public school student with a disability who is dissatisfied with the student's progress may request and receive a McKay Scholarship for the child to enroll in and attend a private school if the child attended an assigned Florida public school for the prior year.

¹ Rules 6A-6.03011 – 6A-60.03031, F.A.C.

² s. 1003.01(3)(a), providing that "exceptional student" means any student who has been determined eligible for a special program in accordance with the rules of the State Board of Education.

Section 1002.39(2)(a) currently defines “prior school year in attendance” to mean that the student was enrolled and reported by a school district for funding during the preceding October and February Florida Education Finance Program surveys in kindergarten through grade 12.

This bill clarifies current law which provides that students enrolled in Department of Juvenile Justice (DJJ) commitment programs are ineligible to receive a McKay scholarship during the period of enrollment in the commitment program. However, current law is unclear as to whether a student that has met the McKay scholarship eligibility requirements is eligible to participate in the program immediately upon dismissal from a DJJ commitment program. According to the Department of Education (DOE), implementation of current law has been that “the time in which a student was enrolled in a DJJ commitment program would not ‘count’ as the required prior year of enrollment in public schools; therefore, students dismissed from a DJJ commitment program are only eligible for a McKay scholarship after being in attendance and reported for funding in a regular public school for both the October and February surveys.”³

Under this bill, “prior school year attendance” at any Florida public school will qualify; assignment is not a requirement. Also, this bill clarifies that “prior school year in attendance” includes time spent in a Department of Juvenile Justice (DJJ) commitment program if funded under the Florida Education Finance Program (FEFP). Prior school year attendance at the Florida School for the Deaf and Blind will also qualify.

Scholarship Funding and Payment

The bill clarifies that students enrolled in a school operating for the purpose of providing educational services to youth in Department of Juvenile Justice commitment programs “shall not receive a John M. McKay Scholarship during the period of time that he or she is enrolled in such school.”

This bill further provides that the scholarship amount for a student who has spent the prior year in attendance at the Florida School for the Deaf and the Blind will be calculated in the same manner as any other McKay Scholarship, except that the calculation is based on the school district in which the parent resides at the time of the scholarship request.

Some private schools require pre-paid amounts of tuition to reserve seats in the class. This bill eliminates DOE funding of pre-paid tuition for McKay Scholarship recipients prior to the start of the academic year. The scholarship recipients will still receive the full tuition payments, but only during the academic year in which the scholarship is in force.

The bill provides that the funds used to provide scholarships to newly eligible students from the FSDB will come from the school districts where the parent resides at the time of the scholarship request. The bill prohibits the transfer of funds from the FSDB for students to participate in the program.

The bill provides that the funds used to provide scholarships to newly eligible students from a DJJ commitment program will come from the school district in which the student last attended a public school prior to commitment.

Reporting Requirements

The bill requires the school districts to report to DOE the number of former FSDB students attending private schools under this program, and holds the school district harmless for such students from the weighted enrollment ceiling for group 2 programs during the first school year in which the student is reported. Group 2 includes students in exceptional student education programs, English for Speakers of Other Languages programs, and all career education programs in grades 9-12.

C. SECTION DIRECTORY:

³ Florida Department of Education, Governmental Relations Office, 2004 Legislative Bill Analysis on HB 1579: John M. McKay Scholarships for Students with Disabilities Program.

- Section 1. Amends Fla. Stat. § 1002.39; revising the definition of the term students with disabilities, clarifying and revising the student eligibility requirements; revising the provisions relating to scholarship funding and payment, and provides funding and payment mechanisms.
- Section 2. Provides that the act shall take effect upon becoming law.

II. FISCAL ANALYSIS & ECONOMIC IMPACT STATEMENT

A. FISCAL IMPACT ON STATE GOVERNMENT:

1. Revenues:

This bill does not appear to have a fiscal impact on state government revenues.

2. Expenditures:

School districts are held harmless under the Florida Education Finance Program's group 2 capping policy for students with McKay scholarships who attended the Florida School for the Dead and Blind during the prior year. Although the fiscal impact is indeterminate, it is expected to be very small.

B. FISCAL IMPACT ON LOCAL GOVERNMENTS:

1. Revenues:

This bill does not appear to have a fiscal impact on local government revenues.

2. Expenditures:

This bill does not appear to have a fiscal impact on local government expenditures.

C. DIRECT ECONOMIC IMPACT ON PRIVATE SECTOR:

None.

D. FISCAL COMMENTS:

None.

III. COMMENTS

A. CONSTITUTIONAL ISSUES:

1. Applicability of Municipality/County Mandates Provision (Article VII, section 18):

The bill does not require a city or county to expend funds or to take any action requiring the expenditure of funds.

The bill does not reduce the authority that municipalities or counties have to raise revenues in the aggregate.

The bill does not reduce the percentage of state tax shared with counties or municipalities.

2. Other:

None.

B. RULE-MAKING AUTHORITY:

HB 75 does not require any grant or exercise of rule-making authority to implement its provisions.

C. DRAFTING ISSUES OR OTHER COMMENTS:

IV. AMENDMENTS/COMMITTEE SUBSTITUTE & COMBINED BILL CHANGES

HB 75

2006

A bill to be entitled

An act relating to the John M. McKay Scholarships for Students with Disabilities Program; amending s. 1002.39, F.S.; revising definition of the term "students with disabilities"; revising student eligibility requirements for receipt of a scholarship; revising provisions relating to scholarship funding and payment; providing funding and payment requirements for former Florida School for the Deaf and the Blind students and for students exiting a Department of Juvenile Justice program; providing an effective date.

Be It Enacted by the Legislature of the State of Florida:

Section 1. Subsections (1), (2), and (6) of section 1002.39, Florida Statutes, are amended to read:

1002.39 The John M. McKay Scholarships for Students with Disabilities Program.--There is established a program that is separate and distinct from the Opportunity Scholarship Program and is named the John M. McKay Scholarships for Students with Disabilities Program, pursuant to this section.

(1) THE JOHN M. MCKAY SCHOLARSHIPS FOR STUDENTS WITH DISABILITIES PROGRAM.--The John M. McKay Scholarships for Students with Disabilities Program is established to provide the option to attend a public school other than the one to which assigned, or to provide a scholarship to a private school of choice, for students with disabilities for whom an individual education plan has been written in accordance with rules of the

HB 75

2006

29 State Board of Education. Students with disabilities include K-
30 12 students who are documented as having mental retardation; a
31 ~~mentally handicapped~~, speech or and language impairment; a
32 ~~impaired, deaf or hard of hearing impairment, including~~
33 deafness; a visual impairment, including blindness; a visually
34 ~~impaired~~, dual sensory impairment; a physical impairment; a
35 serious emotional disturbance, including an emotional handicap;
36 ~~a impaired, physically impaired, emotionally handicapped,~~
37 specific learning disability, including, but not limited to,
38 dyslexia, dyscalculia, or developmental aphasia; a traumatic
39 brain injury; disabled, hospitalized or homebound, or autism
40 autistic.

41 (2) SCHOLARSHIP ELIGIBILITY.--The parent of a public
42 school student with a disability who is dissatisfied with the
43 student's progress may request and receive from the state a John
44 M. McKay Scholarship for the child to enroll in and attend a
45 private school in accordance with this section if:

46 (a) ~~By assigned school attendance area or by special~~
47 ~~assignment,~~ The student has spent the prior school year in
48 attendance at a Florida public school or the Florida School for
49 the Deaf and the Blind. Prior school year in attendance means
50 that the student was:

51 1. Enrolled and reported by a school district for funding
52 during the preceding October and February Florida Education
53 Finance Program surveys in kindergarten through grade 12, which
54 shall include time spent in a Department of Juvenile Justice
55 commitment program if funded under the Florida Education Finance
56 Program; or

HB 75

2006

57 2. Enrolled and reported by the Florida School for the
58 Deaf and the Blind during the preceding October and February
59 student membership surveys in kindergarten through grade 12.

60
61 However, ~~this paragraph does not apply to~~ a dependent child of a
62 member of the United States Armed Forces who transfers to a
63 school in this state from out of state or from a foreign country
64 pursuant to a parent's permanent change of station orders is
65 exempt from this paragraph but. ~~A dependent child of a member of~~
66 ~~the United States Armed Forces who transfers to a school in this~~
67 ~~state from out of state or from a foreign country pursuant to a~~
68 ~~parent's permanent change of station orders~~ must meet all other
69 eligibility requirements to participate in the program.

70 (b) The parent has obtained acceptance for admission of
71 the student to a private school that is eligible for the program
72 under subsection (4) and has notified the school district of the
73 request for a scholarship at least 60 days prior to the date of
74 the first scholarship payment. The parental notification must be
75 through a communication directly to the district or through the
76 Department of Education to the district in a manner that creates
77 a written or electronic record of the notification and the date
78 of receipt of the notification.

79
80 ~~This section does not apply to~~ A student who is enrolled in a
81 school operating for the purpose of providing educational
82 services to youth in Department of Juvenile Justice commitment
83 programs shall not receive a John M. McKay Scholarship during
84 the period of time that he or she is enrolled in such school.

85 For purposes of continuity of educational choice, the
86 scholarship shall remain in force until the student returns to a
87 public school or graduates from high school. However, at any
88 time, the student's parent may remove the student from the
89 private school and place the student in another private school
90 that is eligible for the program under subsection (4) or in a
91 public school as provided in subsection (3).

92 (6) SCHOLARSHIP FUNDING AND PAYMENT.--

93 (a)1. The maximum scholarship granted for an eligible
94 student with disabilities shall be a calculated amount
95 equivalent to the base student allocation in the Florida
96 Education Finance Program multiplied by the appropriate cost
97 factor for the educational program that would have been provided
98 for the student in the district school to which he or she was
99 assigned, multiplied by the district cost differential.

100 2. In addition, a share of the guaranteed allocation for
101 exceptional students shall be determined and added to the
102 calculated amount. The calculation shall be based on the
103 methodology and the data used to calculate the guaranteed
104 allocation for exceptional students for each district in chapter
105 2000-166, Laws of Florida. Except as provided in subparagraphs
106 ~~subparagraph~~ 3. and 4., the calculation shall be based on the
107 student's grade, matrix level of services, and the difference
108 between the 2000-2001 basic program and the appropriate level of
109 services cost factor, multiplied by the 2000-2001 base student
110 allocation and the 2000-2001 district cost differential for the
111 sending district. Also, the calculated amount shall include the
112 per-student share of supplemental academic instruction funds,

113 instructional materials funds, technology funds, and other
114 categorical funds as provided for such purposes in the General
115 Appropriations Act.

116 3. The calculated scholarship amount for a student who has
117 spent the prior school year in attendance at the Florida School
118 for the Deaf and the Blind shall be calculated as provided in
119 subparagraphs 1. and 2. However, the calculation shall be based
120 on the school district in which the parent resides at the time
121 of the scholarship request.

122 4.3- Until the school district completes the matrix
123 required by paragraph (3) (b), the calculation shall be based on
124 the matrix that assigns the student to support level I of
125 service as it existed prior to the 2000-2001 school year. When
126 the school district completes the matrix, the amount of the
127 payment shall be adjusted as needed.

128 (b) The amount of the John M. McKay Scholarship shall be
129 the calculated amount or the amount of the private school's
130 tuition and fees, whichever is less. The amount of any
131 assessment fee required by the participating private school may
132 be paid from the total amount of the scholarship.

133 ~~(c) If the participating private school requires partial~~
134 ~~payment of tuition prior to the start of the academic year to~~
135 ~~reserve space for students admitted to the school, that partial~~
136 ~~payment may be paid by the Department of Education prior to the~~
137 ~~first quarterly payment of the year in which the John M. McKay~~
138 ~~Scholarship is awarded, up to a maximum of \$1,000, and deducted~~
139 ~~from subsequent scholarship payments. If a student decides not~~
140 ~~to attend the participating private school, the partial~~

HB 75

2006

~~reservation payment must be returned to the Department of Education by the participating private school. There is a limit of one reservation payment per student per year.~~

(c)-(d)1. The school district shall report all students who are attending a private school under this program. The students with disabilities attending private schools on John M. McKay Scholarships shall be reported separately from other students reported for purposes of the Florida Education Finance Program.

2. For program participants who are eligible under subparagraph (2)(a)2., the school district that is used as the basis for the calculation of the scholarship amount as provided in subparagraph (a)3. shall:

a. Report to the department all such students who are attending a private school under this program.

b. Be held harmless for such students from the weighted enrollment ceiling for group 2 programs in s. 1011.62(1)(d)3.a. during the first school year in which the students are reported.

(d)-(e) Following notification on July 1, September 1, December 1, or February 1 of the number of program participants, the department ~~of Education~~ shall transfer, from General Revenue funds only, the amount calculated under paragraph (b) from the school district's total funding entitlement under the Florida Education Finance Program and from authorized categorical accounts to a separate account for the scholarship program for quarterly disbursement to the parents of participating students. Funds may not be transferred from any funding provided to the Florida School for the Deaf and the Blind for program participants who are eligible under subparagraph (2)(a)2. For a

student exiting a Department of Juvenile Justice commitment
program who chooses to participate in the scholarship program,
the amount of the John M. McKay Scholarship calculated pursuant
to paragraph (b) shall be transferred from the school district
in which the student last attended a public school prior to
commitment to the Department of Juvenile Justice. When a student
enters the scholarship program, the department ~~of Education~~ must
receive all documentation required for the student's
participation, including the private school's and student's fee
schedules, at least 30 days before the first quarterly
scholarship payment is made for the student. The Department of
Education may not make any retroactive payments.

(e)~~(f)~~ Upon proper documentation reviewed and approved by
the Department of Education, the Chief Financial Officer shall
make scholarship payments in four equal amounts no later than
September 1, November 1, February 1, and April 15 of each
academic year in which the scholarship is in force. The initial
payment shall be made after Department of Education verification
of admission acceptance, and subsequent payments shall be made
upon verification of continued enrollment and attendance at the
private school. Payment must be by individual warrant made
payable to the student's parent and mailed by the Department of
Education to the private school of the parent's choice, and the
parent shall restrictively endorse the warrant to the private
school for deposit into the account of the private school.

Section 2. This act shall take effect upon becoming a law.

HOUSE OF REPRESENTATIVES STAFF ANALYSIS

BILL #: HB 205

Student Financial Assistance

SPONSOR(S): Kravitz

TIED BILLS:

IDEN./SIM. BILLS: SB 458

REFERENCE	ACTION	ANALYST	STAFF DIRECTOR
1) Colleges & Universities Committee	9 Y, 0 N	Hatfield	Tilton
2) Education Appropriations Committee	11 Y, 3 N	Hammock	Hamon
3) Education Council			
4) _____	_____	_____	_____
5) _____	_____	_____	_____

SUMMARY ANALYSIS

This bill prohibits a public university or community college from providing any student holding an F-1 or M-1 visa with financial assistance from state funds appropriated directly or indirectly to the institution or tuition or fee revenues generated by Florida residents. Financial assistance does not include compensation paid to students for assistantships or participation in work-study programs.

Such funds must be redirected to provide additional need-based financial assistance to eligible Florida residents. After the unmet need for such residents is fully satisfied without reliance on loans, any funds remaining must be used to provide merit-based financial assistance to eligible Florida residents.

This bill also creates reporting requirements for universities and community colleges.

The Department of Education reports that for the 2003-2004 academic year an estimated \$6.9 million from state funds and tuition and fee revenues would have been redirected to Florida residents enrolled in the State University System and an estimated \$1.3 million would have been redirected to Florida residents enrolled in the Florida Community College system. The Department of Education is currently in the process of gathering updated figures for the 2004-2005 academic year. See FISCAL COMMENTS section for further details.

FULL ANALYSIS

I. SUBSTANTIVE ANALYSIS

A. HOUSE PRINCIPLES ANALYSIS:

Provide limited government—The bill creates reporting requirements for public universities and community colleges.

Empower families—The bill may give Florida residents previously unable to afford a higher education an opportunity to enroll in a public university or community college; however, this bill may also limit opportunities for foreign individuals or families by eliminating sources of financial assistance. The bill may also have the potential of decreasing the amount of private financial aid funds for Florida residents if institutions redirect such funds to foreign students in order to sustain the population of these students at an institution.

B. EFFECT OF PROPOSED CHANGES:

Background

The Federal Immigration and Nationality Act (Act) governs the admission of all foreigners to the United States. The Act provides two nonimmigrant¹ visa categories for persons wishing to pursue full-time academic or vocational studies in the United States. The "F" visa is reserved for a nonimmigrant wishing to pursue academic studies or language training. The "M" visa is reserved for a nonimmigrant wishing to pursue nonacademic or vocational studies.

Foreign students seeking to study in the United States may enter under an F-1 or M-1 visa provided they meet the following criteria:

- The student must be enrolled in an "academic" educational program, a language-training program, or a vocational program;
- The school must be approved by United States Citizenship and Immigration Services;
- The student must be enrolled as a full-time student at the institution;
- The student must be proficient in English or be enrolled in courses leading to English proficiency;
- The student must maintain a residence abroad which he or she has no intention of giving up; and
- The student must have sufficient funds available for self-support during the entire proposed course of study.²
 - Sufficient funds must equal the amount an institution estimates will be needed to cover tuition, room and board, books, and any other living expenses and may be in the form of one or a combination of the following:
 - An affidavit from a person financially sponsoring the student;
 - The student's personal bank account information;
 - Proof of a scholarship received by the student; and
 - Proof of financial aid that the student will be receiving.³

¹ According to 8 U.S.C. § (a)(15)(F)(i), the term "immigrant" means every alien except an alien who is within one of the following classes of nonimmigrant aliens – an alien having a residence in a foreign country which he has no intention of abandoning, who is a bona fide student qualified to pursue a full course of study and who seeks to enter the United States temporarily and solely for the purpose of pursuing such a course of study . . . at an established college, university, seminary, conservatory, academic high school, elementary school, or other academic institution or in a language training program in the United States . . . which institution or place of study shall have agreed to report to the Attorney General the termination of attendance of each nonimmigrant student.

² <http://uscis.gov>

Effect of Bill

Currently, financial assistance for students may be funded from a variety of sources such as state appropriations, indirect state grants distributed through state agencies, federal grants, tuition and fee revenues, and private contributions. Beginning in the 2007-2008 academic year, this bill prohibits a state university or community college from using state funds appropriated directly or indirectly to the institution and tuition and fee revenues generated by Florida residents to provide financial assistance to any student holding an F-1 or M-1 visa.

For purposes of this bill, financial assistance does not include compensation paid to students for assistantships or for participation in work-study programs. Universities use graduate student assistants to support classroom teaching and university research. Both community colleges and universities use work-study students to support academic and administrative institutional functions.⁴

State universities or community colleges that wish to provide financial assistance to students with F-1 or M-1 visas can provide assistantships and work-study programs or use private funds or tuition and fees from non-residents.

By December 31, 2006, each state university and community college must report to the President of the Senate and the Speaker of the House of Representatives the total amount of state funds appropriated directly or indirectly to the institution and tuition and fee revenues generated by Florida residents that was used to provide:

- Financial assistance during the 2004-2005 academic school year to students holding F-1 or M-1 visas and
- Need-based financial assistance during the 2004-2005 academic school year to students classified as residents for tuition purposes.

This bill requires that state funds appropriated directly or indirectly to the institution or tuition or fee revenues generated by Florida residents be redirected to provide additional need-based financial assistance to eligible Florida residents.

The bill defines "eligible Florida resident" to mean a student classified at the time of initial enrollment at a state university or community college as a resident for tuition purposes pursuant to s. 1009.21, F.S.⁵ This definition prohibits students who become reclassified as a resident for tuition purposes from receiving the redirected aid.

The redirected funds must not be used to reduce or supplant the existing level of funding Florida residents currently receive for need-based financial assistance from state funds appropriated directly or indirectly to the institution and tuition and fee revenues generated by Florida residents. After the unmet need for eligible Florida residents is fully satisfied without reliance on loans, any funds remaining must be used to provide merit-based financial assistance to eligible Florida residents.

By July 1, 2008, the state universities and community colleges must also report to the President and the Speaker on the number of Florida residents benefiting from financial assistance as a result of the redirected funds.

³ Information received from a February 9, 2005, phone conversation with an employee of the Student and Exchange Visitor Program (SEVP), a division of U.S. Immigration and Customs Enforcement (ICE), the largest investigative arm of the Department of Homeland Security (DHS).

⁴ Florida Department of Education 2005 Legislative Bill Analysis, HB 21, January 21, 2005, at 3.

⁵ Section 1009.21(2), F.S., to qualify as a "resident for tuition purposes" a person must establish and maintain legal residence in this state for at least 12 months prior to qualification, make a statement as to his or her length of residence in the state, and further establish that such residence is not temporary but rather for the purpose of maintaining a "bona fide domicile".

In the 2005 Department of Education (DOE) analysis, DOE found that Florida's public postsecondary students were not currently reported by the type of visa, but by student residency. The DOE also indicated that the ability to clearly identify which revenues are used for financial aid to international students would require some administrative and accounting modifications.⁶ The extent to which modifications, if any, have been made is not known. The DOE is currently working on providing updated information.

C. SECTION DIRECTORY:

Section 1. Creates an unnumbered section to provide legislative intent; creates reporting requirements for state universities and community colleges; prohibits use of certain funds to provide financial assistance to certain foreign students; defines the term "eligible Florida resident;" and provides for redirection of funds to provide additional need-based financial assistance to eligible Florida residents.

Section 2. Provides an effective date of July 1, 2006.

II. FISCAL ANALYSIS & ECONOMIC IMPACT STATEMENT

A. FISCAL IMPACT ON STATE GOVERNMENT:

1. Revenues:

This bill does not appear to have a fiscal impact on state government revenues.

2. Expenditures:

See FISCAL COMMENTS.

B. FISCAL IMPACT ON LOCAL GOVERNMENTS:

1. Revenues:

This bill does not appear to have a fiscal impact on local government revenues.

2. Expenditures:

This bill does not appear to have a fiscal impact on local government expenditures.

C. DIRECT ECONOMIC IMPACT ON PRIVATE SECTOR:

See FISCAL COMMENTS.

D. FISCAL COMMENTS:

The DOE reports that for the 2003-2004 school year, an estimated \$6.9 million from state funds and tuition and fee revenues would have been redirected to Florida resident students enrolled in the State University System⁷ and that an estimated \$1.3 million from state funds and tuition and fee revenues would have been redirected to Florida residents enrolled in the Florida Community College system.⁸ The DOE is currently in the process of gathering updated figures for the 2004-2005 academic year.

If reporting requirements and accounting systems have not yet been modified, then this bill may increase administrative costs due to new reporting requirements and the need to modify accounting

⁶ Florida Department of Education 2005 Legislative Bill Analysis, HB 21, January 21, 2005, at 2-3.

⁷ In March 2005, the Division of Colleges and Universities provided a spreadsheet noting that the \$6.9M that would have been redirected came from 1,246 students that held an F-1 visa, were enrolled in a state university and received state funding.

⁸ In April 2005, the Division of Community Colleges & Workforce reported that the \$1.3 million that would have been redirected came from 532 community college students that held an F-1 visa.

systems to capture the information required in the bill. The fiscal impact of these modifications is indeterminate.⁹

According to the DOE 2005 analysis, there would be no increase or decrease in expenditures from this bill; instead, the use of certain funds would be redirected.¹⁰ Florida residents previously unable to afford a higher education may now have the opportunity to receive such education as a result of the redirected funds; however, this bill may limit opportunities for foreign individuals or families by eliminating sources of financial assistance that might otherwise have been received. The bill may also have the potential of decreasing the amount of private financial aid funds for Florida residents if institutions redirect such funds to foreign students in order to sustain the population of these students at an institution.

III. COMMENTS

A. CONSTITUTIONAL ISSUES:

1. Applicability of Municipality/County Mandates Provision:

This bill does not require counties or municipalities to spend funds or to take action which requires the expenditure of funds.

2. Other:

Equal Protection

Both the Fourteenth Amendment to the United States Constitution and Article I, section 2 of the Florida Constitution guarantee equal protection of the laws to "persons," not only to citizens. This bill may raise constitutional concerns under these provisions.

While Congress may, in light of its plenary power over immigration,¹¹ generally make classifications based on citizenship as long as they are not arbitrary and unreasonable,¹² state or local laws which do so are subject to strict scrutiny. Such laws must seek to advance a compelling governmental interest and must be narrowly tailored to advancing that interest.¹³

It could be argued that the bill meets strict scrutiny requirements because the bill determines that it is a compelling governmental interest to use a portion of the state's resources to expand access to postsecondary education and to reduce student indebtedness. Expanding access and increasing financial assistance not only will encourage Florida residents to pursue postsecondary education, but also will produce economic benefits for the state by increasing the levels of higher educational attainment and earning potential of Florida's citizenry. In addition, it appears to be narrowly tailored to advance the interest of the state in that it only prohibits use of state funds to provide financial assistance to students with an F-1 or M-1 visa, and does not include those students receiving paid compensation for assistantships or participation in work-study programs. Such students also may still receive financial assistance via federal and private monies.

B. RULE-MAKING AUTHORITY:

None

C. DRAFTING ISSUES OR OTHER COMMENTS:

⁹ Florida Department of Education 2005 Legislative Bill Analysis, HB 21, January 21, 2005, at 3.

¹⁰ *Id.*

¹¹ See Art. I, s. 8, U.S. Const. ("Congress shall have Power To . . . establish an uniform Rule of Naturalization[.]")

¹² See *Mathews v. Diaz*, 426 U.S. 67 (1976).

¹³ See *Bernal v. Fainter*, 467 U.S. 216 (1984).

None

IV. AMENDMENTS/COMMITTEE SUBSTITUTE & COMBINED BILL CHANGES

HB 205

2006

A bill to be entitled

An act relating to student financial assistance; providing legislative intent to expand access to postsecondary education and reduce student indebtedness; requiring each state university and community college to report information relating to certain funds used to provide financial assistance to certain students; prohibiting the use of such funds to provide financial assistance to specified foreign students; defining the term "eligible Florida resident"; providing for the redirection of funds to provide additional need-based financial assistance to eligible Florida residents; requiring a report by state universities and community colleges; providing an effective date.

Be It Enacted by the Legislature of the State of Florida:

Section 1. (1) It is the intent of the Legislature to use a portion of the state's limited resources to expand access to postsecondary education and to reduce student indebtedness by increasing need-based financial assistance for Florida residents. Expanding access and increasing financial assistance will encourage Florida residents to pursue postsecondary education, which will produce economic benefits for the state by increasing the levels of higher educational attainment and earning potential of Florida's citizenry.

(2) By December 31, 2006, each state university and community college shall report to the President of the Senate

29 and the Speaker of the House of Representatives:

30 (a) The total amount of state funds appropriated directly
31 or indirectly to the institution and tuition and fee revenues
32 generated by Florida residents that was used to provide
33 financial assistance during the 2004-2005 academic year to
34 students holding F-1 or M-1 visas.

35 (b) The total amount of state funds appropriated directly
36 or indirectly to the institution and tuition and fee revenues
37 generated by Florida residents that was used to provide need-
38 based financial assistance during the 2004-2005 academic year to
39 students classified as residents for tuition purposes pursuant
40 to s. 1009.21, Florida Statutes.

41 (3) Effective for the 2007-2008 academic year and each
42 year thereafter:

43 (a) A state university or community college shall not use
44 state funds appropriated directly or indirectly to the
45 institution or tuition or fee revenues generated by Florida
46 residents to provide financial assistance to any student holding
47 an F-1 or M-1 visa.

48 (b) The amount of funds reported pursuant to paragraph
49 (2)(a) shall be used by an institution to provide additional
50 need-based financial assistance to eligible Florida residents.
51 If the unmet need for eligible Florida residents is fully
52 satisfied without reliance on loans, any remaining funds shall
53 be used to provide merit-based financial assistance to eligible
54 Florida residents.

55 (4) For purposes of this section, "eligible Florida
56 resident" means a student classified at the time of initial

HB 205

2006

57 enrollment at a state university or community college as a
58 resident for tuition purposes pursuant to s. 1009.21, Florida
59 Statutes.

60 (5) Funds redirected pursuant to this section shall be
61 additional funds for need-based financial assistance for
62 eligible Florida residents and shall not be used to reduce or
63 supplant the level of funding for need-based financial
64 assistance for such students.

65 (6) For purposes of this section, financial assistance
66 does not include compensation paid to students for
67 assistantships or participation in work-study programs.

68 (7) Each state university and community college shall
69 report to the President of the Senate and the Speaker of the
70 House of Representatives by July 1, 2008, the number of Florida
71 residents benefiting from the use of financial assistance
72 provided from the funds redirected pursuant to this section.

73 Section 2. This act shall take effect July 1, 2006.

HOUSE OF REPRESENTATIVES STAFF ANALYSIS

BILL #: HB 429

Florida School for the Deaf and the Blind

SPONSOR(S): Proctor and others

TIED BILLS:

IDEN./SIM. BILLS: SB 1014

REFERENCE	ACTION	ANALYST	STAFF DIRECTOR
1) <u>Choice & Innovation Committee</u>	<u>7 Y, 0 N</u>	<u>Hassell</u>	<u>Kooi</u>
2) <u>Education Appropriations Committee</u>	<u>20 Y, 0 N</u>	<u>Eggers</u>	<u>Hamon</u>
3) <u>Education Council</u>	<u></u>	<u></u>	<u></u>
4) <u></u>	<u></u>	<u></u>	<u></u>
5) <u></u>	<u></u>	<u></u>	<u></u>

SUMMARY ANALYSIS

The bill aligns the Florida School for the Deaf and the Blind (FSDB) mission statement with No Child Left Behind, the Individuals with Disabilities Education Improvement Act (IDEA 2004), and current State Board of Education (SBE) rules regarding exceptional student education.

The bill authorizes the FSDB to provide outreach education services to hearing-impaired and visually impaired children ages birth through 5 upon request from a school district. This proposed change will serve to increase the district's ability to provide appropriate services to children with sensory impairments. Also, those school districts that may not have been receiving services under the Small and Rural District Initiative will be able to request and receive outreach services from the FSDB for children with sensory impairments.

The bill revises the board of trustees' powers and duties relating to the requirements for expenditure of gifts, donations, or bequests. The bill exempts the FSDB's use of these funds from state purchasing requirements, per diem travel and expenses, and compensation of lobbyists. The bill clarifies that the FSDB projections of facility space needs may exceed the norm space and occupant design criteria established in the State Requirement for Educational Facilities (SREF). Additionally, it adds the FSDB to the required need assessment criteria for district, community college, college and state university plant surveys so that the FSDB will be able to include space needs that deviate from approved standards for determining space needs for approved educational programs.

The bill also authorizes campus police officers to enforce traffic laws within the boundaries of the campus and removes the provision that authorizes the bonding of campus police officers.

The bill should have minimal or no fiscal impact. See the FISCAL COMMENTS section of the analysis.

The act shall take effect on July 1, 2006.

FULL ANALYSIS

I. SUBSTANTIVE ANALYSIS

A. HOUSE PRINCIPLES ANALYSIS:

Provide limited government – The bill increases the availability and types of outreach education services that a school district may offer families with hearing-impaired and visually impaired children.

Empower families – The bill increases a school district's ability to provide appropriate types of outreach education services to families with hearing-impaired and visually impaired children.

B. EFFECT OF PROPOSED CHANGES:

Background

The Florida School for the Deaf and the Blind (FSDB) is a state-supported residential public school for hearing-impaired and visually impaired students in preschool through 12th grade. As a component of the delivery of public education within Florida's K-20 education system, the FSDB provides educational programs and support services appropriate to meet the education and related evaluation and counseling needs of hearing-impaired and visually impaired students who meet enrollment criteria. As a school of excellence, the FSDB's mission states that it "strives to provide students with an opportunity to maximize their individual potential in a caring, safe, unique learning environment to prepare them to be literate, employable, and independent lifelong learners."¹

Current law provides that outreach education services may be provided to children ages birth through 5 with sensory impairments and their parents. However, some school districts also provide such services under Part C of the Individuals with Disabilities Education Act (IDEA 2004). According to the Department of Education, the Outreach Services division at the FSDB currently provides services directly to children and families through the Parent-Infant Program (ages birth – 5) and to some small and rural school districts through the Small and Rural District Initiative (ages 3 – 22).²

Current law provides for the board of trustees' powers and duties relating to the requirements for expenditure of funds, including moneys received as gifts, donations, or bequests. Currently, the FSDB board of trustees may not compensate those persons who lobby before the House of Representative or the Senate with moneys received as gifts, donations, or bequests. Also, the board of trustees must require all purchases, including those purchases made with moneys received as gifts, donations, or bequests, to be made in accordance with state purchasing requirements and state per diem travel and expenses requirements.³

Effects of Proposed Changes

The bill removes the phrase "maximize their individual potential" in the FSDB mission statement and replaces it with "access education services." This change aligns the FSDB mission statement with No Child Left Behind, the IDEA 2004, and current State Board of Education (SBE) rules. Thus, this change makes the law consistent with Federal and state regulations regarding exceptional student education.

The bill authorizes the FSDB to provide outreach education services to hearing-impaired and visually impaired children ages birth through 5 upon request from a school district. This proposed change will serve to increase the district's ability to provide appropriate education services to children with sensory

¹ s. 1002.36(2), F.S.

² Florida Department of Education, Governmental Relations Office, 2006 Legislative Bill Analysis on HB 429: The Florida School for the Deaf and the Blind

³ Chapter 287--Commodities, Insurance, and Contractual Services and s. 112.061, F.S.

impairments. Also, those school districts that may not have been receiving services under the Small and Rural District Initiative will be able to request and receive outreach services from the FSDB for children with sensory impairments.

The bill clarifies that the FSDB projections of facility space needs may exceed the norm space and occupant design criteria established in the State Requirement for Educational Facilities (SREF). Also, the bill adds the FSDB to the required need assessment criteria for district, community college, college and state university plant surveys so that the school will be able to include space needs that deviate from approved standards for determining space needs for approved educational programs. These are technical changes because the school's current spaces exceed the norm due to the nature and type of school and the school was previously exempted from the physical space requirements within the Florida Administrative Code.

The bill revises the board of trustees' powers and duties relating to the requirements for expenditure of gifts, donations, or bequests. The bill removes the provision relating to the compensation of those persons that lobby before the House of Representatives and the Senate and revises the provisions relating to state purchasing requirements and per diem travel and expenses. These funds, known as Endowment funds, are moneys received as gifts, donations, or bequests, funds raised by or belonging to student clubs or student organizations, or funds held for specific students or in accounts for individual students and are tax exempt. The FSDB would be able to use the Endowment funds for legislative liaison activities, to support programs not supported by state funding, and for program purchases and travel related expenses not covered by state funding.

The bill authorizes campus police officers to enforce traffic laws within the boundaries of the campus, a specific authority that is granted to university, community college, and school district campus police under s.316.640, F.S. It also removes the provision that authorizes the bonding of campus police officers because this requirement has been replaced by accidental death and insurance coverage.

C. SECTION DIRECTORY:

Section 1. Amends s. 1002.36, F.S., relating to the Florida School for the Deaf and the Blind; amending provision related to education services; revising powers and duties of the Board of Trustees; and revising provision related to campus police officers.

Section 2. Amends s. 1013.31, F.S., relating to educational plant surveys.

Section 3. Provides for an effective date.

II. FISCAL ANALYSIS & ECONOMIC IMPACT STATEMENT

A. FISCAL IMPACT ON STATE GOVERNMENT:

1. Revenues:

The bill does not appear to have a fiscal impact on state revenues.

2. Expenditures:

The bill does not appear to have a fiscal impact on state expenditures.

B. FISCAL IMPACT ON LOCAL GOVERNMENTS:

1. Revenues:

The bill does not appear to have a fiscal impact on local government revenues.

2. Expenditures:

The bill does not appear to have a fiscal impact on local government expenditures.

C. DIRECT ECONOMIC IMPACT ON PRIVATE SECTOR:

The bill exempts the FSDB's use of Endowment funds from state purchasing requirements, per diem travel and expenses, and compensation of lobbyists, thereby increasing the flexibility in which the FSDB may utilize such funds.

D. FISCAL COMMENTS:

School districts are responsible for providing educational services or access to such services for hearing-impaired and visually impaired children ages birth through 5. Thus, a request by a school district for FSDB to provide outreach educational services for sensory impaired students should have minimal or no fiscal effect.

III. COMMENTS

A. CONSTITUTIONAL ISSUES:

1. Applicability of Municipality/County Mandates Provision:

The bill does not require a city or county to expend funds or to take any action requiring the expenditure of funds.

The bill does not reduce the authority that municipalities or counties have to raise revenues in the aggregate.

The bill does not reduce the percentage of state tax shared with counties or municipalities

2. Other:

None.

B. RULE-MAKING AUTHORITY:

This bill does not grant additional rulemaking authority.

C. DRAFTING ISSUES OR OTHER COMMENTS:

None.

IV. AMENDMENTS/COMMITTEE SUBSTITUTE & COMBINED BILL CHANGES

HB 429

2006

1 A bill to be entitled

2 An act relating to the Florida School for the Deaf and the
3 Blind; amending s. 1002.36, F.S.; authorizing the
4 provision of education services to district school boards
5 upon request; revising powers and duties of the Board of
6 Trustees for the Florida School for the Deaf and the Blind
7 relating to requirements for expenditure of certain funds
8 and submission of capital outlay budget requests;
9 authorizing campus police officers to enforce traffic
10 laws; deleting provisions authorizing bonding of campus
11 police officers; amending s. 1013.31, F.S.; including
12 reference to the Florida School for the Deaf and the Blind
13 in provisions relating to educational plant surveys;
14 providing an effective date.

15
16 Be It Enacted by the Legislature of the State of Florida:

17
18 Section 1. Subsections (1) and (2), paragraphs (e) and (f)
19 of subsection (4), and paragraphs (b) and (d) of subsection (8)
20 of section 1002.36, Florida Statutes, are amended to read:

21 1002.36 Florida School for the Deaf and the Blind.--

22 (1) RESPONSIBILITIES.--The Florida School for the Deaf and
23 the Blind, located in St. Johns County, is a state-supported
24 residential public school for hearing-impaired and visually
25 impaired students in preschool through 12th grade. The school is
26 a component of the delivery of public education within Florida's
27 K-20 education system and shall be funded through the Department
28 of Education. The school shall provide educational programs and

HB 429

2006

support services appropriate to meet the education and related evaluation and counseling needs of hearing-impaired and visually impaired students in the state who meet enrollment criteria. Unless otherwise provided by law, the school shall comply with all laws and rules applicable to state agencies. Education services may be provided on an outreach basis for sensory-impaired children ages 0 through 5 years and to district school boards upon request ~~their parents~~. Graduates of the Florida School for the Deaf and the Blind shall be eligible for the William L. Boyd, IV, Florida Resident Access Grant Program as provided in s. 1009.89.

(2) MISSION.--The mission of the Florida School for the Deaf and the Blind is to utilize all available talent, energy, and resources to provide free appropriate public education for eligible sensory-impaired students of Florida. As a school of academic excellence, the school shall strive to provide students an opportunity to access education services ~~maximize their individual potential~~ in a caring, safe, unique learning environment to prepare them to be literate, employable, and independent lifelong learners. The school shall provide outreach services that include collaboration with district school boards and shall encourage input from students, staff, parents, and the community. As a diverse organization, the school shall foster respect and understanding for each individual.

(4) BOARD OF TRUSTEES.--

(e) The board of trustees is invested with full power and authority to:

56 1. Appoint a president, faculty, teachers, and other
57 employees and remove the same as in its judgment may be best and
58 fix their compensation.

59 2. Procure professional services, such as medical, mental
60 health, architectural, and engineering.

61 3. Procure legal services without the prior written
62 approval of the Attorney General.

63 4. Determine eligibility of students and procedure for
64 admission.

65 5. Provide for the students of the school necessary
66 bedding, clothing, food, and medical attendance and such other
67 things as may be proper for the health and comfort of the
68 students without cost to their parents, except that the board of
69 trustees may set tuition and other fees for nonresidents.

70 6. Provide for the proper keeping of accounts and records
71 and for budgeting of funds.

72 7. Enter into contracts.

73 8. Sue and be sued.

74 9. Secure public liability insurance.

75 10. Do and perform every other matter or thing requisite
76 to the proper management, maintenance, support, and control of
77 the school at the highest efficiency economically possible, the
78 board of trustees taking into consideration the purposes of the
79 establishment.

80 11. Receive gifts, donations, and bequests of money or
81 property, real or personal, tangible or intangible, from any
82 person, firm, corporation, or other legal entity. However, the
83 board of trustees may not obligate the state to any expenditure

HB 429

2006

or policy that is not specifically authorized by law. If the bill of sale, will, trust indenture, deed, or other legal conveyance specifies terms and conditions concerning the use of such money or property, the board of trustees shall observe such terms and conditions.

12. Deposit outside the State Treasury such moneys as are received as gifts, donations, or bequests and may disburse and expend such moneys, upon its own warrant, for the use and benefit of the Florida School for the Deaf and the Blind and its students, as the board of trustees deems to be in the best interest of the school and its students. Such money or property shall not constitute or be considered a part of any legislative appropriation, ~~and such money shall not be used to compensate any person for engaging in lobbying activities before the House of Representatives or Senate or any committee thereof.~~

13. Sell or convey by bill of sale, deed, or other legal instrument any property, real or personal, received as a gift, donation, or bequest, upon such terms and conditions as the board of trustees deems to be in the best interest of the school and its students.

14. Invest such moneys in securities enumerated under s. 215.47(1), (2)(d), (3), (4), and (9), and in The Common Fund, an Investment Management Fund exclusively for nonprofit educational institutions.

(f) The board of trustees shall:

1. Prepare and submit legislative budget requests for operations and fixed capital outlay, in accordance with chapter 216 and ss. 1011.56 and 1013.60, to the Department of Education

112 for review and approval. The department must analyze the amount
113 requested for fixed capital outlay to determine if the request
114 is consistent with the school's campus master plan, educational
115 plant survey, and facilities master plan. Projections of
116 facility space needs may exceed the norm space and occupant
117 design criteria established in the State Requirements for
118 Educational Facilities.

119 2. Approve and administer an annual operating budget in
120 accordance with ss. 1011.56 and 1011.57.

121 3. Require all funds received other than gifts, donations,
122 bequests, funds raised by or belonging to student clubs or
123 student organizations, and funds held for specific students or
124 in accounts for individual students to be deposited in the State
125 Treasury and expended as authorized in the General
126 Appropriations Act.

127 4. Require all purchases to be in accordance with the
128 provisions of chapter 287 except for purchases made with funds
129 received as gifts, donations, or bequests, funds raised by or
130 belonging to student clubs or student organizations, or funds
131 held for specific students or in accounts for individual
132 students.

133 5. Administer and maintain personnel programs for all
134 employees of the board of trustees and the Florida School for
135 the Deaf and the Blind who shall be state employees, including
136 the personnel classification and pay plan established in
137 accordance with ss. 110.205(2)(d) and 216.251(2)(a)2. for
138 academic and academic administrative personnel, the provisions
139 of chapter 110, and the provisions of law that grant authority

140 to the Department of Management Services over such programs for
141 state employees.

142 6. Give preference in appointment and retention in
143 positions of employment as provided within s. 295.07(1).

144 7. Ensure that the Florida School for the Deaf and the
145 Blind complies with s. 1013.351 concerning the coordination of
146 planning between the Florida School for the Deaf and the Blind
147 and local governing bodies.

148 8. Ensure that the Florida School for the Deaf and the
149 Blind complies with s. 112.061 concerning per diem and travel
150 expenses of public officers, employees, and authorized persons
151 with respect to all funds other than funds received as gifts,
152 donations, or bequests, funds raised by or belonging to student
153 clubs or student organizations, or funds held for specific
154 students or in accounts for individual students.

155 9. Adopt a master plan which specifies the mission and
156 objectives of the Florida School for the Deaf and the Blind. The
157 plan shall include, but not be limited to, procedures for
158 systematically measuring the school's progress toward meeting
159 its objectives, analyzing changes in the student population, and
160 modifying school programs and services to respond to such
161 changes. The plan shall be for a period of 5 years and shall be
162 reviewed for needed modifications every 2 years. The board of
163 trustees shall submit the initial plan and subsequent
164 modifications to the Speaker of the House of Representatives and
165 the President of the Senate.

HB 429

2006

166 10. Designate a portion of the school as "The Verle Allyn
167 Pope Complex for the Deaf," in tribute to the late Senator Verle
168 Allyn Pope.

169 (8) CAMPUS POLICE.--

170 (b) Each Florida School for the Deaf and the Blind campus
171 police officer is a law enforcement officer of the state and a
172 conservator of the peace who has the authority to arrest, in
173 accordance with the laws of this state, any person for a
174 violation of state law or applicable county or municipal
175 ordinance if that violation occurs on or in any property or
176 facilities of the school. A campus police officer may also
177 arrest a person off campus for a violation committed on campus
178 after a hot pursuit of that person which began on campus. A
179 campus police officer shall have full authority to bear arms in
180 the performance of the officer's duties and carry out a search
181 pursuant to a search warrant on the campus. Florida School for
182 the Deaf and the Blind campus police, upon request of the
183 sheriff or local police authority, may serve subpoenas or other
184 legal process and may make arrests of persons against whom
185 arrest warrants have been issued or against whom charges have
186 been made for violations of federal or state laws or county or
187 municipal ordinances. Campus police officers shall have
188 authority to enforce traffic laws within the boundaries of the
189 campus in accordance with s. 316.640.

190 (d) The campus police must meet the minimum standards
191 established by the Criminal Justice Standards and Training
192 Commission of the Department of Law Enforcement and chapter 943
193 for law enforcement officers. Each campus police officer must,

HB 429

2006

194 before entering into the performance of the officer's duties,
 195 take the oath of office established by the board of trustees.
 196 ~~The board of trustees may obtain and approve a bond on each~~
 197 ~~campus police officer, conditioned upon the officer's faithful~~
 198 ~~performance of the officer's duties, which bond must be payable~~
 199 ~~to the Governor. The board of trustees may determine the amount~~
 200 ~~of the bond. In determining the amount of the bond, the board~~
 201 ~~may consider the amount of money or property likely to be in the~~
 202 ~~custody of the officer at any one time.~~ The board of trustees
 203 must provide a uniform set of identifying credentials to each
 204 campus police officer it employs.

205 Section 2. Paragraph (b) of subsection (1) of section
 206 1013.31, Florida Statutes, is amended to read:

207 1013.31 Educational plant survey; localized need
 208 assessment; PECO project funding.--

209 (1) At least every 5 years, each board shall arrange for
 210 an educational plant survey, to aid in formulating plans for
 211 housing the educational program and student population, faculty,
 212 administrators, staff, and auxiliary and ancillary services of
 213 the district or campus, including consideration of the local
 214 comprehensive plan. The Office of Workforce and Economic
 215 Development shall document the need for additional career and
 216 adult education programs and the continuation of existing
 217 programs before facility construction or renovation related to
 218 career or adult education may be included in the educational
 219 plant survey of a school district or community college that
 220 delivers career or adult education programs. Information used by
 221 the Office of Workforce and Economic Development to establish

HB 429

2006

facility needs must include, but need not be limited to, labor market data, needs analysis, and information submitted by the school district or community college.

(b) Required need assessment criteria for district, community college, college and state university, and Florida School for the Deaf and the Blind plant surveys.--Educational plant surveys must use uniform data sources and criteria specified in this paragraph. Each revised educational plant survey and each new educational plant survey supersedes previous surveys.

1. The school district's survey must be submitted as a part of the district educational facilities plan defined in s. 1013.35. To ensure that the data reported to the Department of Education as required by this section is correct, the department shall annually conduct an onsite review of 5 percent of the facilities reported for each school district completing a new survey that year. If the department's review finds the data reported by a district is less than 95 percent accurate, within 1 year from the time of notification by the department the district must submit revised reports correcting its data. If a district fails to correct its reports, the commissioner may direct that future fixed capital outlay funds be withheld until such time as the district has corrected its reports so that they are not less than 95 percent accurate.

2. Each survey of a special facility, joint-use facility, or cooperative career education facility must be based on capital outlay full-time equivalent student enrollment data prepared by the department for school districts, community

250 colleges, colleges, and universities. A survey of space needs of
251 a joint-use facility shall be based upon the respective space
252 needs of the school districts, community colleges, colleges, and
253 universities, as appropriate. Projections of a school district's
254 facility space needs may not exceed the norm space and occupant
255 design criteria established by the State Requirements for
256 Educational Facilities.

257 3. Each community college's survey must reflect the
258 capacity of existing facilities as specified in the inventory
259 maintained by the Department of Education. Projections of
260 facility space needs must comply with standards for determining
261 space needs as specified by rule of the State Board of
262 Education. The 5-year projection of capital outlay student
263 enrollment must be consistent with the annual report of capital
264 outlay full-time student enrollment prepared by the Department
265 of Education.

266 4. Each college and state university's survey must reflect
267 the capacity of existing facilities as specified in the
268 inventory maintained and validated by the Division of Colleges
269 and Universities. Projections of facility space needs must be
270 consistent with standards for determining space needs approved
271 by the Division of Colleges and Universities. The projected
272 capital outlay full-time equivalent student enrollment must be
273 consistent with the 5-year planned enrollment cycle for the
274 State University System approved by the Division of Colleges and
275 Universities.

276 5. The district educational facilities plan of a school
277 district and the educational plant survey of a community

HB 429

2006

278 college, ~~or~~ college or state university, or the Florida School
279 for the Deaf and the Blind may include space needs that deviate
280 from approved standards for determining space needs if the
281 deviation is justified by the district or institution and
282 approved by the department, as necessary for the delivery of an
283 approved educational program.

284 Section 3. This act shall take effect July 1, 2006.

HOUSE OF REPRESENTATIVES STAFF ANALYSIS

BILL #: HB 7041 PCB CI 06-02 Scholarship Accountability
SPONSOR(S): Choice & Innovation Committee
TIED BILLS: **IDEN./SIM. BILLS:** SB 10

REFERENCE	ACTION	ANALYST	STAFF DIRECTOR
Orig. Comm.: Choice & Innovation Committee	5 Y, 2 N	Hassell	Kooi
1) Education Appropriations Committee	15 Y, 5 N	Eggers	Hamon
2) Education Council			
3)			
4)			
5)			

SUMMARY ANALYSIS

The bill substantially amends provisions relating to the John M. McKay Scholarships for Students with Disabilities Program and the Corporate Income Tax Credit (CITC) Scholarship Program.

The bill adds new fiscal and academic accountability requirements including provisions related to private school eligibility requirements, responsibilities for the Department of Education, responsibilities of parents and students, and responsibilities of eligible nonprofit scholarship funding organizations.

The bill creates a new section of law that provides for the obligations of all private schools participating in state school choice scholarship programs. These requirements include having each employee and contracted personnel with direct student contact, defined as having unsupervised access to a scholarship student for whom the private school is responsible, undergo a state and national background screening.

The bill directs the Florida Department of Law Enforcement to adopt a rule setting the annual fee to be imposed upon participating private schools for participation in the fingerprint search process and to establish procedures for the retention of the fingerprints and the dissemination of the results.

The bill will have a minimal fiscal impact on the Department of Education and private schools. Please see the FISCAL ANALYSIS and the DIRECT ECONOMIC IMPACT ON PRIVATE SECTOR section of this analysis.

The bill shall be effective on becoming law. *

FULL ANALYSIS

I. SUBSTANTIVE ANALYSIS

A. HOUSE PRINCIPLES ANALYSIS:

Provide limited government – The bill increases the Department of Education's regulatory responsibilities related to scholarship programs. The bill also grants the Commissioner of Education the authority to deny, suspend, or revoke a private school's participation in state school choice programs.

Empower families – The bill provides parents of students with disabilities and parents of low-income students who qualify for free or reduced-price school lunches with the opportunity to exercise parental choice by sending their child to a private or public school of choice.

Safeguard individual liberty – The bill maintains parental choice by providing for private and public school options for parents of public school students.

B. EFFECT OF PROPOSED CHANGES:

The Chief Financial Officer (CFO) conducted audits on the McKay and CITC programs in 2003 and found problems with the administration of the programs. The CFO issued a report of his findings on December 10, 2003. The findings include: the lack of program oversight from the DOE; students receiving scholarships from more than one program; the transfer of funds between Scholarship Funding Organizations (SFOs); SFOs not basing the amount of contributions received on the amounts needed to fill identified scholarships; principals of SFOs with no apparent physical location in Florida; and internet schools, home schools, and correspondence schools participating in the program.

In response to the CFO report, in May 2004, the Department of Education announced an action plan that includes requiring all participating private schools to complete an annual scholarship compliance form documenting that private schools are fully compliant with private school and scholarship program law before enrolling students or receiving payments, regularly cross-checking student participation to avoid enrollment and funding duplication, providing information and access to information to parents for decision making, supporting private school and SFO efforts to self-regulate, and adopting rules for operational practices and policies. The DOE has since implemented this plan.

The John M. McKay Scholarship for Children with Disabilities (1002.39, F.S.)

The John M. McKay Scholarships for Students with Disabilities Program (McKay Program) was originally created by the 1999 Legislature as a pilot program for Sarasota County in the A+ Education Plan. The program has since been expanded to cover the entire state. For fiscal year 2005-2006, there are 727 schools participating schools and 16,144 scholarship recipients.¹

Student Eligibility

Generally

Currently, the McKay Program provides an option for students with disabilities, for whom an individual education plan has been written, to either attend a public school other than the one to which assigned, or to receive a scholarship to attend a private school of choice. Students with disabilities include K-12 students who are mentally handicapped, speech and language impaired, deaf or hard of hearing, visually impaired, dual sensory impaired, physically impaired, emotionally handicapped, specific learning disabled, hospitalized or homebound, or autistic.

¹ www.floridaschoolchoice.org/Information/McKay?program_statistics.asp

The bill revises the definition of students with disabilities to reflect the terminology for disabilities as they are used in the federal regulations.² This bill makes ineligible those students whose only qualifying disability was that they were hospitalized or homebound. It does not affect the eligibility of students who would otherwise qualify for a McKay scholarship under any of the other enumerated categories. It is important to note, that a disability in and of itself does not guarantee the right to a McKay scholarship. The disability must be recognized under State Board rules³ and the student must have a current individual education plan.⁴

Currently, a public school student with disabilities is eligible to receive a McKay scholarship if the student's parent is dissatisfied with the student's progress, the student has spent the prior school year in attendance at a Florida public school, and the parent has obtained acceptance for the student at an eligible private school.⁵ Students enrolled in Department of Juvenile Justice (DJJ) commitment programs are ineligible to receive a McKay scholarship during the period of enrollment in the commitment program.

Current law is unclear as to whether a student that has met the McKay scholarship eligibility requirements is eligible to participate in the program immediately upon dismissal from a DJJ commitment program. According to the Department of Education (DOE), implementation of current law has been that "the time in which a student was enrolled in a DJJ commitment program would not 'count' as the required prior year of enrollment in public schools; therefore students dismissed from a DJJ commitment program are only eligible for a McKay scholarship after being in attendance and reported for funding in a regular public school for both the October and February surveys."⁶ Accordingly, under current practice, the DOE does not consider a school in a DJJ commitment program to be a Florida public school for purposes of eligibility for the McKay scholarship.

Under this bill, "prior school year attendance" at any Florida public school will qualify; assignment is not a requirement. This bill clarifies that "prior school year in attendance" includes time spent in a DJJ commitment program if funded under the Florida Education Finance Program (FEFP). Prior school year attendance at the Florida School for the Deaf and Blind (FSDB) and time spent by a 4 year old child with disabilities in an FEFP funded program will also qualify.

Current law provides that for the continuity of educational choice, the scholarship remains in effect until the student returns to a public school or graduates from high school. However, the bill provides that the term of the scholarship may be until the student returns to a public school, graduates from high school, or reaches the age of 22, whichever occurs first. The bill also allows a parent, upon reasonable notice to the DOE and school district, to remove the student from a private school and place the student in a public school and/or transfer the student from one participating private school to another.

It is not prohibited in current law for students to receive funding from more than one scholarship program. The bill revises such eligibility, stating that a student is ineligible for a McKay scholarship while he or she is:

- Enrolled in a DJJ commitment program.
- Receiving a CITC scholarship or a scholarship under chapter 1002, F.S.
- Participating in a home education or a private tutoring program.

² See 34 C.F.R. s. 300.7(c)

³ Rules 6A-6.03011 – 6A-60.03031, F.A.C.

⁴ s. 1003.01(3)(a), providing that "exceptional student" means any student who has been determined eligible for a special program in accordance with the rules of the State Board of Education.

⁵ s. 1002.39(2)(a), F.S., defines "prior school year in attendance" to mean that the student was enrolled and reported by a school district for funding during the preceding October and February Florida Education Finance Program surveys in kindergarten through grade 12.

⁶ Florida Department of Education, Governmental Relations Office, 2004 Legislative Bill Analysis on HB 1579: John M. McKay Scholarships for Students with Disabilities Program.

- Participating in a virtual school, correspondence school, or distance learning program that receives state funding pursuant to the student's participation unless the student's participation is limited to no more than two courses per school year.
- Enrolled in the Florida School for the Deaf and Blind.

Parent and Student Responsibilities

Current law requires that any student participating in the McKay Program comply with the school's code of conduct and that the parents of scholarship students fully comply with the private school's parental involvement requirements, unless excused by the school for illness or other good cause.

The bill requires each parent and each student to comply with the private school's published policies.

The bill adopts a recommendation by the CFO that requires parents to restrictively endorse the scholarship warrant upon receipt to the private school. It also prohibits a parent from designating any entity or individual associated with the participating private school as the parent's attorney in fact to endorse the warrant.

Private School Eligibility and Obligations

Private schools are not required to participate in the program; however, participation is open to all private schools. The bill provides that failure to meet the following requirements constitutes a basis for the ineligibility of the private school to participate in the McKay Program:

- Comply with the newly created section 1002.421 detailing the rights and obligations of private schools participating in state school choice scholarship programs,⁷
- Annually provide the parent with a written explanation of the student's progress,
- Cooperate with a student whose parent chooses to have the student participate in the statewide assessment pursuant to s. 1008.22, F.S.⁸, and
- Submit all documentation to the DOE for a student's participation at least 30 days prior to the first quarterly scholarship payment.

Amount of Award

The amount of the scholarship is unchanged in this bill and is equal to the amount the student would have received under the FEFPS in the public school to which the student is assigned or the amount of the private school's tuition and fees, whichever is less. During the 2001-2002 school year, \$27.8 million was awarded to 5,019 McKay scholarship recipients for an average award amount of \$5,547 per student. During 2002-2003, \$53 million was awarded to 9,130 scholarship recipients for an average award amount of \$5,840 per student. During the 2003-2004 school year, \$81.2 million was awarded to 13,739 scholarship recipients for an average reward amount of \$5,951 per student. During the 2004-2005 school year, \$101.0 million was awarded to 14,338 scholarship recipients for an average award amount of \$7,043.

Funding and Payment

Currently, there are no provisions for the calculation of payment for former students of the FSDB. This bill provides that the scholarship amount for a student who has spent the prior year in attendance at the FSDB will be calculated in the same manner as any other McKay scholarship, except that the calculation is based on the school district in which the parent resides at the time of the scholarship request. The bill requires school districts to report to the DOE the scholarship students that are former students of the FSDB who are attending a private school. Also, the school districts are held harmless for these students from the weighted enrollment ceiling for group 2 programs during the first school

⁷ See "Rights and Obligations" section of the analysis beginning on page 12.

⁸ s. 1008.22, F.S., Student Assessment Program for Public Schools

year in which the students are reported.⁹ The bill prohibits the transfer of funds from the FSDB for students to participate in the program.

The bill also clarifies funding for students exiting a DJJ commitment program. It provides that the funds used to provide scholarships to eligible students exiting a DJJ commitment program will come from the school district in which the student last attended a public school prior to commitment.

The bill clarifies that districts are responsible to report all students attending a private school on a McKay Scholarship within their district each year.

Some private schools require pre-paid amounts of tuition to reserve seats in the class. This bill eliminates DOE funding of pre-paid tuition for McKay scholarship recipients. This bill also changes the payment date for scholarship payments from the CFO from April 15 to April 1. This change makes the April payment consistent with the other three scholarship payments, which are made on the first day of September, November, and February, respectively.

Subsequent to each scholarship payment, the Department of Financial Services (DFS) is required to randomly review endorsed warrants to confirm compliance with endorsement requirements. DFS must immediately report inconsistencies or irregularities to the DOE.

Program Oversight

Currently, the DOE is responsible for verifying the student's initial admission acceptance and continued enrollment and attendance at the private school. The CFO can only make the scholarship payments after proper verification from the DOE. The payment must be made by individual warrant payable to the student's parent and mailed by the DOE to the chosen private school. The parent must restrictively endorse the warrant to the private school.

The bill proposes to make the following changes in program oversight:

School District Obligations

- Requires notification to parents by April 1 of each year and within 10 days of the student's individual education plan meeting of all education choice options, and of the availability of the department's telephone hotline and website for additional information on the McKay Program. This will give parents the time to explore the educational options, including public and private school options, available for their child.
- Provides that a student's matrix of services may only be changed to correct a technical, typographical, or calculation error. This provides parents with a degree of certainty in the level of services and the level of funding their child will receive while participating in the scholarship program.
- Requires notification to parents of students receiving a scholarship of the availability of a reevaluation at least every 3 years. This provision does not require a student to be reevaluated; rather, it provides for reevaluation if the parent chooses to have the student reevaluated.

Department of Education Obligations

- Requiring the DOE to establish a toll-free hotline to provide information to parents and private schools on the McKay Program. This provision would codify current practice.

⁹ s. 1011.62(1)(d)3., F.S., provides for the maximum amount of operations funding for special program weighted FTE students.

- Requires the DOE to annually verify that private schools meet the eligibility requirements outlined in statute.
- Requires the DOE to establish a process that allows for individuals to notify the DOE of violations of state laws relating to program participation. This provision also requires the DOE to conduct inquiries of written complaints, or to refer them to the appropriate agency, if the complaint is signed by the complainant and is legally sufficient. These inquiries are not subject to the requirements of ch. 120, F.S.
- Requires the DOE to annually receive from every participating private school a notarized, sworn compliance statement certifying compliance with state laws and to retain such forms. The DOE must ensure that participating private schools submit their sworn compliance forms each year. This is a codification of the sworn compliance form process instituted by the DOE during the summer of 2003 and provided for in State Board of Education rule.
- Requires the DOE, prior to the first scholarship payment, to cross-check the list of participating private scholarship students to the public school enrollment lists. This provision addresses the CFO's finding that students receiving scholarships were also counted as public school students.

Commissioner of Education Authority

- Grants the Commissioner of Education the authority to deny, suspend, or revoke a private school's participation in the scholarship program and to take other action as necessary to ensure compliance with the provisions of statutes. It also provides for procedures and timelines for the Commissioner and the private school to follow in administrative proceedings.
- Provides for authority to immediately suspend payment of scholarship funds if there is probable cause to believe that there is an imminent threat to the health, safety, and welfare of the students or if there is fraudulent activity on the part of the private school. This bill also provides for procedures and timelines for appeal of such action.

Corporate Income Tax Credit Scholarship Program (s. 220.187, F.S.)

The Corporate Income Tax Credit Scholarship Program (CITC Program) provides an income tax credit for corporations that make eligible contributions to nonprofit scholarship-funding organizations (SFOs). SFOs award scholarships to students from families with limited financial resources as demonstrated by the student qualifying for free or reduced-price school lunches. For fiscal year 2005-2006, there are 852 schools participating schools and 13,497 scholarship recipients.¹⁰

Tax Credits

Current law provides a number of requirements and limitations related to tax credits. For instance, a taxpayer may not designate a specific child as the beneficiary of the contribution and may not contribute more than \$5 million to any single eligible SFO. The total statewide amount of the tax credit and the carryforward of tax credits that may be granted each state fiscal year under this program is limited to \$88 million. At least 5% of the total statewide amount authorized for the tax credit must be reserved for small businesses.¹¹

¹⁰ www.floridaschoolchoice.org/Information/McKay?program_statistics.asp

¹¹ According to current law, small businesses are defined as taxpayers who independently own and operate businesses that employ 200 or fewer full-time permanent employees and have a net worth of not more than \$5 million at the time of application.

The bill modifies the above provisions as follows:

- Allows a taxpayer's eligible contribution to a single SFO to exceed \$5 million.
- Limits the total amount of allowable tax credits to \$88 million for the 2006-2007 fiscal year.
 - Provides that in each year thereafter the total amount of allowable tax credits and carryforward of tax credits shall be adjusted annually by the percent increase or decrease in total FEFP funds as provided in the General Appropriations Act workpapers, not to exceed 5% in any year. The maximum increase in 2006-07 would be \$4.4 million (\$88 million x 5.0%).
 - Requires the Commissioner of Education to certify to the Department of Revenue (DOR) and the SFO of the resulting value of tax credits within 30 days after the General Appropriations Act becomes law.
- Reduces the amount of the total tax credit allocation reserved for small business from 5% to 1%.

The bill allows a taxpayer to rescind all or part of his or her tax credit allocation under certain circumstances. This provision also provides that any amount rescinded shall become available to an eligible taxpayer on a first-come, first-served basis based on tax credit applications received after the date the rescindment is accepted by the DOR.

Student Eligibility

Generally

A student is eligible for a scholarship from an eligible SFO through this program if the student qualifies for free or reduced-price school lunch under the National School Lunch Act, and:

- Was counted as a full-time student during the previous state fiscal year for purposes of state per-student funding; or
- Received a scholarship from an eligible SFO or the State of Florida during the previous school year; or
- Is eligible to enter kindergarten or first grade.

Based on available funds, the bill provides that a scholarship student will not lose his or her scholarship due to a change in the economic status of the student's parents unless the parent's economic status exceeds 200% of the Federal poverty guidelines.

It is not prohibited in current law for students to receive funding from more than one scholarship program. The bill revises such eligibility, stating that a student is ineligible for a CITC scholarship while he or she is:

- Enrolled in a DJJ commitment program.
- Receiving a CITC scholarship or a scholarship under chapter 1002, F.S.
- Participating in a home education or a private tutoring program.
- Participating in a virtual school, correspondence school, or distance learning program that receives state funding pursuant to the student's participation unless the student's participation is limited to no more than two courses per school year.
- Enrolled in the Florida School for the Deaf and Blind.

Parent and Student Responsibilities

As a condition for scholarship payment, current law requires that a parent inform the school district within 15 days after deciding to send his or her child to a nonpublic school; however, current law places few other responsibilities upon parents. The bill provides the following parent and student responsibilities for participation in the CITC Program:

- A parent is required to select an eligible private school, apply for admission, and notify the student's school district upon withdrawal.
- Students are required to attend school throughout the school year unless excused by the school for illness or other good cause. Each parent and each student is required to comply with the private school's published policies.
- Parents are required to ensure scholarship student participation in the norm-referenced assessment offered by the private school. Also, parents are given the option to choose to have their child to participate in the statewide assessments pursuant to s. 1008.22.
- Based on a recommendation by the CFO, parents are required to restrictively endorse the scholarship warrant upon receipt to the private school. This provision prohibits a parent from designating any entity or individual associated with the participating private school as the parent's attorney in fact to endorse the warrant.

Amount of Award

Current law provides that the amount of the scholarship provided to any child for any single school year by all eligible SFOs shall not exceed the following limits:

- \$3,500 for a scholarship awarded to a student for enrollment in an eligible nonpublic school.
- \$500 for a scholarship awarded to a student for enrollment in a Florida public school that is located outside the district in which the student resides.

The bill maintains current law which requires that the SFO make payment by warrant or check payable to the student's parent. The bill requires that the warrant or check be delivered by the SFO to the private school of the parent's choice, and that the parent restrictively endorse the warrant or check to the private school. SFOs are still required to ensure that the parent to whom the warrant or check is made payable endorse the check to the private school for deposit into the school's account.

The bill revises the scholarship award to \$3,750 for enrollment in an eligible private school. It also requires SFOs to obtain verification from the private school the scholarship student's continued attendance prior to each scholarship payment and to make such payments on no less than a quarterly basis.

Scholarship Funding Organization

Currently, there is no requirement that SFOs be Florida corporations and out-of-state corporations are permitted. Upon recommendation by the CFO, the bill requires a SFO to be a Florida entity formed under chapter 607, chapter 608, or chapter 617, whose principal office is located in the state. Additionally, the bill requires that SFOs comply with antidiscrimination provisions of 42 U.S.C. s. 2000d, which prohibit discrimination based on race, color, or national origin.

Current law does not define or address the role of owners and operators of SFOs. The bill defines the term "owner or operator" of a SFO to include an owner, president, directors, officers, or other person with the equivalent decision making authority over a SFO. Also, it provides that an owner or operator may not own or operate a private school that is participating in the CITC program.

Moreover, owners or operators are required to comply with the following background requirements:

- Submit to a level 2 background screening as provided under chapter 435.¹² The fingerprints are to be submitted to the Florida Department of Law Enforcement (FDLE). The results of the screening are required to be provided to the DOE. An owner or operator that fails the level 2 background screening is ineligible to provide CITC scholarships.

¹² See s. 435.04, F.S. for level 2 screening standards.

- Submit to background screenings every 5 years and the fingerprints are to be retained by the FDLE as part of the statewide automated fingerprint identification system. Any arrest record of the owner or operator must be reported to the DOE.
- Not have filed for personal bankruptcy or corporate bankruptcy within the last 7 years. In the case of corporate bankruptcy, however, the individual must have owned more than 20% of the corporation.

Determination of Scholarship Recipients

Currently, SFOs give priority to eligible students who received a CITC scholarship during the previous school year; however, there are no statutory provisions pertaining to SFOs directing the scholarship to a particular school, student, or owner.

The bill maintains the current law requiring SFOs to give priority to eligible students who received a CITC scholarship during the previous school year. However, the bill requires that SFOs provide scholarships on a first-come, first-served basis unless the student is a returning student from the previous school year. Also, the bill prohibits SFOs from restricting or reserving a scholarship for use at a particular private school or from providing a scholarship to a child of an owner or operator. Further, students are allowed to attend any eligible private school and transfer to any other eligible private school at any time.

SFO Fiscal Accountability

The bill contains a number of provisions that address fiscal procedures and accountability by SFOs.

Current law provides that SFOs that receive an eligible contribution must spend 100% of the eligible contribution to provide scholarships in the same state fiscal year in which the contribution was received. This bill revises the SFOs use of eligible contributions. The bill requires SFOs to obligate, in the same fiscal year in which the contribution was received, 100% of the contribution to provide scholarships provided that up to 25% of the total contribution may be carried forward for scholarships to be granted in the following state fiscal year. This provision allows for SFOs to commit funds, particularly those received toward the end of the fiscal year, to the next state fiscal year for future scholarships rather than requiring SFOs to spend all of the eligible contributions within the same state fiscal year in which they were received.

The bill requires SFOs to maintain separate accounts for scholarship funds and operating funds, which will prohibit the commingling of scholarship and operating money.

The bill provides for the transfer of funds to another eligible SFO when additional funds are required to meet scholarship demands. However, a transfer is limited to the greater of \$500,000 or 20% of the total contributions received by the SFO making the transfer. This provision allows for flexibility in the transfer of funds between eligible SFOs and should result in an increased ability to match eligible contributions with eligible students.

Current law requires that all SFOs submit annual audits conducted by an independent certified public accountant to the Auditor General (AG) each year. This bill increases fiscal accountability requirements by imposing a specific time frame, 180 days, for audit submission, requiring submission of the audit to the DOE as well as the AG, and by specifying certain audit procedures.

The bill requires all SFOs to submit quarterly reports to the DOE regarding the number of students participating, the names of the private schools in which they are enrolled, and any other information the DOE may require. No quarterly report requirement exists in current law. This provision will allow the DOE to track scholarship program activity. Also, it clarifies that SFOs are required to comply with all requests for information by the DOE.

The bill provides that confidential information provided to the DOE and the AG pursuant to this section shall remain confidential.

Private School Eligibility and Obligations

Current law provides that a private school is eligible to receive a scholarship student if the school:

- Is located in Florida.
- Offers an education to students in any grades K-12.
- Demonstrates fiscal soundness by being in operation for one school year, providing the DOE with a statement by a certified public accountant confirming that the school is insured and has sufficient capital or credit to operate for the upcoming year, or securing a surety bond or letter of credit equal to the scholarship funds for any quarter to be filed with the DOR.
- Complies with antidiscrimination provisions of 42 U.S.C. s. 2000d.
- Adheres to state and local health and safety laws and codes.
- Complies with all state laws relating to the general regulation of nonpublic schools.

The bill defines the term “owner or operator” of a participating private school to include an owner, operator, superintendent, principal, or person with the equivalent decision making authority, who owns or operates an eligible private school.

Private schools are not required to participate in the program; however, participation is open to all private schools. The bill provides that failure to meet the following requirements constitutes a basis for the ineligibility of the private school to participate in the CITC Program:

- Comply with the newly created section 1002.421 detailing the rights and obligations of private schools participating in state school choice scholarship programs,¹³
- Annually provide the parent with a written explanation of the student’s progress,
- Annually administer or make provisions for students to participate in one of the nationally norm-referenced tests identified by the DOE, and report the student’s scores to the parent and to an independent private research organization selected by the DOE,
- Cooperate with a student whose parent chooses to have the student participate in the statewide assessment pursuant to s. 1008.22, F.S.¹⁴, and
- Submit all documentation, upon request, to the SFO for a student’s participation.

The bill exempts students with disabilities for whom standardized testing is not appropriate from the requirement that private schools administer a nationally norm-referenced test to all CITC scholarship students within their school.

Program Oversight

Current law provides that the DOR and the DOE will cooperatively administer the CITC Program. The DOE is responsible for adopting rules necessary to determine the eligibility of SFOs and identifying students eligible to participate in the program. The DOR is responsible for adopting rules to administer the CITC Program such as establishing application forms and procedures and governing the allocation of tax credits and carry-forward credits for this program on a first-come, first-served basis. The DOE is also responsible for submitting annually, by March 15, a list of eligible SFOs to the DOR and monitoring the eligibility of SFOs, nonpublic schools, and expenditures.

Department of Education Obligations

The DOE’s obligations can be broken down into those dealing primarily with fiscal oversight and those related to academic oversight; however, some of the oversight requirements do affect both fiscal and academic issues.

¹³ See “Rights and Obligations” section of the analysis beginning on page 12.

¹⁴ s. 1008.22, F.S., Student Assessment Program for Public Schools

Fiscal Oversight

- Requires the DOE to establish a process that allows for individuals to notify the DOE of violations of state laws relating to program participation. This provision also requires the DOE to conduct inquiries of written complaints, or to refer them to the appropriate agency, if the complaint is signed by the complainant and is legally sufficient. These inquiries are not subject to the requirements of ch. 120, F.S.
- Requires the DOE to annually receive from every participating private school a notarized, sworn compliance statement certifying compliance with state laws and to retain such forms. The DOE must ensure that participating private schools submit their sworn compliance forms each year. This is a codification of the sworn compliance form process instituted by the DOE during the summer of 2003 and provided for in State Board of Education rule.
- Requires the DOE to cross-check the list of participating private scholarship students to the public school enrollment lists. This provision addressed the CFO's finding that students receiving scholarships were also counted as public school students.
- Requires the DOE to notify any SFO if one of its recipients is also receiving scholarship monies from an educational scholarship pursuant to chapter 1002, or from another SFO. This provision compliments the provisions elsewhere in the bill that require SFOs and participating private schools to provide notification of any instances of student enrollment in more than one program.
- Requires that the DOE receive from each SFO a quarterly report detailing the number of participating students and the private schools in which they are enrolled, and any other information the DOE deems necessary. The DOE must ensure that all SFOs submit these quarterly reports. This provision will codify current operational practice.

Academic Oversight

- Requires the DOE to annually verify, rather than monitor, that SFOs and private schools meet eligibility requirements and verify the eligibility of expenditures.
- Requires the DOE to establish a toll-free hotline providing information on participation in the CITC Program.
- Requires the DOE to select nationally norm-referenced tests that are comparable to the norm-referenced test portions of the Florida Comprehensive Assessment Test (FCAT). One of the tests selected may be the FCAT. This provision implements part of the nationally norm-referenced testing program for scholarship recipients found elsewhere in the bill in that it requires DOE to proactively identify which standardized tests will fulfill the requirement for testing.
- Requires the DOE to select an independent research organization to analyze and report annually to the DOE on the year-to-year improvement of participating students. The provision requires that the scores from the nationally norm-referenced tests be forwarded to the independent research organization and that in the course of its analysis the research organization must not disaggregate the data in such a way as to identify the academic level of individuals or individual schools. Independent research organizations are required to accumulate historical performance data and conduct longitudinal studies. This provision provides a mechanism for annually and longitudinally monitoring academic performance of the scholarship program. The independent research organizations are required to analyze and report student data in compliance with the Family Educational Rights and Privacy Act.¹⁵

¹⁵ 20 U.S.C s. 1232g

- Requires the DOE to conduct analysis of matched students from public school assessment data and calculate control group learning gains using an agreed upon methodology between the third party evaluator and the DOE. The sharing of data must be in accordance with Family Educational Rights and Privacy Act requirements and shall be used solely for the purpose of comparing the progression of scholarship students to their public school counterparts. This provision substantially reduces the cost of the independent research organization's services to the DOE.

Commissioner of Education Authority

- Grants the Commissioner of Education the authority to deny, suspend, or revoke a private school's participation in the scholarship program and to take other action as necessary to ensure compliance with the provisions of statutes. It also provides for procedures and timelines for the Commissioner and the private school to follow in administrative proceedings.
- Provides for authority to immediately suspend payment of scholarship funds if there is probable cause to believe that there is an imminent threat to the health, safety, and welfare of the students or that there is fraudulent activity on the part of the private school. This bill also provides for procedures and timelines for appeal of such action.

State Board of Education

Requires the State Board of Education (SBE) to adopt rules to implement the provisions of the statute relating to the CITC Program, clarifying the SBE's rulemaking authority.

Rights and Obligations of Private Schools in State School Choice Scholarship Programs

The bill creates this new section of law that sets out general guidelines for participation by private schools in the CITC Program, pursuant to s. 220.187, F.S., and in all educational choice scholarship programs provided in chapter 1002. The new section has compiled some of the current statutory requirements for private schools in the various scholarship programs and has added a number of new requirements. The requirements for participating private schools can be grouped as follows:

General Requirements

- Be a Florida private school, as defined in s. 1002.01(2), F.S.
- Be registered as a Florida private school pursuant to s. 1002.42, F.S.
- Comply with the antidiscrimination provisions of 42 U.S.C. s. 2000d.
- Comply with applicable state and local health, safety, and welfare laws, codes, and rules, including fire and building safety, and
- Meet all requirements outlined in this proposed section.

Notifications to the DOE

- Requires notification of its intent to participate in a scholarship program.
- Requires notification within 15 days of any change in the school's name, school director, mailing address, or physical location.
- Requires the annual completion and submission to the DOE of a notarized scholarship compliance statement certifying that all school employees and contracted personnel have undergone background screening pursuant to s. 943.0542.

- Requires the completion of student enrollment and attendance verification requirements, including using an on-line attendance verification form, prior to scholarship payment.

Fiscal Accountability

- Requires demonstration of fiscal soundness and accountability by being in operation for at least 3 school years or obtaining a surety bond or letter of credit for the amount equal to the scholarship funds for any one quarter and filing the bond or letter of credit with the DOE.
 - This increases the number of years a school must have been in operation to prove fiscal soundness and specifies the means by which scholarship monies are to be secured against unlawful uses when a school has been in operation less than 3 years.
 - The surety bond or letter of credit secures the scholarship monies paid to the school should it be found that the funds were used for improper purposes
- Requires parents to restrictively endorse the scholarship warrant upon receipt to the private school, as recommended by the CFO. It also prohibits a parent from designating any entity or individual associated with the participating private school as the parent's attorney in fact to endorse the warrant.

Educator Eligibility

- Maintains current law requiring private schools to employ or contract with teachers that meet any one of the following criteria: 1) hold a baccalaureate or higher degree, 2) have at least 3 years of teaching experience in public or private schools, or 3) have special skills, knowledge, or expertise in subjects taught. This provision allows for nontraditional teachers to bring their special skills, knowledge, or expertise in certain subjects to the classroom.

Background Screening

- Requires each employee and contracted personnel with direct student contact, defined as having unsupervised access to a scholarship student for whom the private school is responsible, undergo a state and national background screening.¹⁶ Provides for an exemption for persons holding a valid teaching certificate who have been fingerprinted pursuant to s. 1012.32, F.S.
- Requires any employee or contracted personnel that fails to meet the screening standards pursuant to s.435.04, F.S. to be denied employment or terminated. Also provides a participating private school that continues the employment of such person is ineligible to participate in a scholarship program.
- Requires the fingerprints to be submitted to the FDLE and the results to be provided to the participating private school. The state is not responsible for the cost of the fingerprinting and background check.
- Beginning July 1, 2007, the bill requires the FDLE to retain all fingerprints submitted as part of the statewide automated fingerprint identification system, and to search all arrest fingerprint cards received under s. 943.021 against all fingerprints retained in the statewide identification system. Requires FDLE to report to the employing school the arrest record of a person that is identified with the retained fingerprints.
- Requires participating private schools to notify the FDLE of any change in the employment status of its personnel whose fingerprints are retained by FDLE. The fee assessed by the FDLE is the responsibility of the private school or the person fingerprinted.

¹⁶ See s. 943.0542, F.S.

- Provides that the FDLE adopt a rule setting the annual fee that will be imposed upon participating private schools and to establish procedures for the retention of the fingerprints and the dissemination of the results.
- Requires those personnel whose prints are not retained by the FDLE to be reprinted and to meet the background requirements upon reemployment or reengagement to provide services. Requires employees and contracted services personnel to be screened every five years. Provides that the private school request the FDLE to forward the fingerprints to the FBI for processing.

Failure to meet requirements

- Provides that failure to meet these requirements outlined in the bill constitutes a basis for the ineligibility to participate in the scholarship programs as determined by the DOE.

Regulatory authority

- Provides that the inclusion of private schools within options available to Florida public school students does not expand the regulatory authority of the state, its officers, or school districts to impose additional requirements beyond those reasonably necessary to enforce the requirements expressed in the bill.

State Board of Education

- Provides that the SBE adopt rules pursuant to ss. 120.536(1) and 120.54, F.S., to administer the bill.

C. SECTION DIRECTORY:

- Section 1.** Amends s. 1002.39, F.S., relating to the John M. McKay Scholarship for Students with Disabilities Program.
- Section 2.** Amends s. 220.187, F.S., relating to the Corporate Income Tax Credit Scholarship Program.
- Section 3.** Creates s. 1002.421, F.S., relating to the rights and obligations of private schools participating in state school choice scholarship programs.
- Section 4.** Provides an effective date.

II. FISCAL ANALYSIS & ECONOMIC IMPACT STATEMENT

A. FISCAL IMPACT ON STATE GOVERNMENT:

1. Revenues:

Beginning in 2007-08, the total amount of allowable tax credits and carryforward of tax credits shall be adjusted annually by the percent increase or decrease in total FEFP funds as provided in the General Appropriations Act workpapers, not to exceed 5% in any year. The maximum increase in 2006-07 would be \$4.4 million (\$88 million x 5.0%), which is a direct offset of general fund revenue. For an analysis of the corresponding direct offset in state expenditures caused by the increase in allowable credits, see Expenditures under "FISCAL IMPACT ON STATE GOVERNMENT."

2. Expenditures:

The increase in allowable tax credits will be used to provide scholarships for students of low income parents, which is a direct offset to the number of public school students funded from state and local operating and capital outlay funds. The most recent calculation of public school operating funding shows a statewide average of \$6,153 per FTE.¹⁷ The bill increases the scholarship amount from \$3,500 to \$3,750 per student.

This bill requires the DOE to identify nationally norm-referenced tests that are comparable to the norm-referenced test portions of the Florida Comprehensive Assessment Test (FCAT) provided that one of the tests selected may be the FCAT. The DOE is also required to contract with an independent research organization to receive and analyze the results of the nationally norm-referenced tests taken by the CITC Program scholarship recipients. The DOE is required to conduct analysis of matched students from public school assessment data and calculate control group learning gains using an agreed upon methodology between the third party evaluator and the DOE. The costs associated with these requirements are indeterminate at this time.

School districts reporting transfer students from the FSDB are held harmless from the weighted enrollment ceiling pursuant to s. 1011.62(1)(d)3.a. Therefore, state expenditures to a district for providing instruction to students in special programs could exceed the established ceiling. The amount is indeterminate but presumed small because of the relatively small number of students involved.

B. FISCAL IMPACT ON LOCAL GOVERNMENTS:

1. Revenues:

The combined affect of raising the authorized credit amount for the CITC Scholarship Program and increasing the per student scholarship amount could result in a maximum of 500 fewer scholarships. The issuance of fewer scholarships would result in a direct increase in public school enrollment and in the revenue associated with the increased enrollment. In the 2005-06 fiscal year, an additional 500 students would result in approximately \$3.1 million¹⁸ of additional revenue for public schools.

2. Expenditures:

The potential issuance of 500 fewer scholarships could result in a public school enrollment increase of 500 students, for which the public schools would receive approximately \$3.1 of revenue to spend on the education of these students. See "Revenues" section above.

C. DIRECT ECONOMIC IMPACT ON PRIVATE SECTOR:

This bill places no requirements upon private schools that choose not to participate in the state school choice scholarship programs. However, private schools that choose to participate in the McKay Program, CITC Program, or any other state school choice scholarship program are eligible to receive state-funded scholarship students and are responsible for complying with the private school requirements contained in this bill. The requirements will result in some compliance costs.

D. FISCAL COMMENTS:

None.

III. COMMENTS

¹⁷ Florida Education Finance Program third calculation, dated December 19, 2006.

¹⁸ The statewide per student funding amount is \$6,153 as listed in the 2005-06 Florida Education Finance Program third calculation, dated December 19, 2006.

A. CONSTITUTIONAL ISSUES:

1. Applicability of Municipality/County Mandates Provision:

The bill does not require a city or county to expend funds or to take any action requiring the expenditure of funds.

The bill does not reduce the authority that municipalities or counties have to raise revenues in the aggregate.

The bill does not reduce the percentage of state tax shared with counties or municipalities.

2. Other:

None.

B. RULE-MAKING AUTHORITY:

The bill gives the SBE rulemaking authority pursuant to ss. 120.536(1) and 120.54, F.S., to adopt rules for implementing provisions of the law relating to the CITC Program and to administer the proposed section relating to the rights and obligations of private schools participating in state school choice scholarship programs.

C. DRAFTING ISSUES OR OTHER COMMENTS:

IV. AMENDMENTS/COMMITTEE SUBSTITUTE & COMBINED BILL CHANGES

HB 7041

2006

1 A bill to be entitled
2 An act relating to scholarship program accountability;
3 amending s. 1002.39, F.S., relating to the John M. McKay
4 Scholarships for Students with Disabilities Program;
5 revising definition of the term "students with
6 disabilities"; revising student eligibility requirements
7 for receipt of a scholarship and restricting eligibility
8 therefor; providing for term of a scholarship; revising
9 and adding school district obligations and clarifying
10 parental options; revising and adding Department of
11 Education obligations, including verification of
12 eligibility of private schools and establishment of a
13 process for notification of violations, subsequent inquiry
14 or investigation, and certification of compliance by
15 private schools; providing Commissioner of Education
16 authority and obligations, including the denial,
17 suspension, or revocation of a private school's
18 participation in the scholarship program and procedures
19 and timelines therefor; revising private school
20 eligibility and obligations, including compliance with
21 specified laws and academic accountability to the parent;
22 revising parent and student responsibilities for
23 scholarship program participation; prohibiting power of
24 attorney for endorsing a scholarship warrant; revising
25 provisions relating to scholarship funding and payment;
26 providing funding and payment requirements for former
27 Florida School for the Deaf and the Blind students and for
28 students exiting a Department of Juvenile Justice program;

Page 1 of 49

CODING: Words ~~stricken~~ are deletions; words underlined are additions.

hb7041-00

HB 7041

2006

29 providing Department of Financial Services obligations;
30 amending s. 220.187, F.S., relating to credits for
31 contributions to nonprofit scholarship-funding
32 organizations; revising and providing definitions; naming
33 the Corporate Income Tax Credit Scholarship Program;
34 providing student eligibility requirements for receipt of
35 a corporate income tax credit scholarship and restricting
36 eligibility therefor; revising provisions relating to tax
37 credit for small businesses; providing for adjustment of
38 the total amount of tax credits and carryforward of tax
39 credits; providing for rescindment of tax credit
40 allocation; revising and adding obligations of eligible
41 nonprofit scholarship-funding organizations, including
42 compliance with requirements for background checks of
43 owners and operators, scholarship-funding organization
44 ownership or operation, carryforward and transfer of
45 funds, audits, and reports; specifying background
46 screening requirements and procedures; requiring certain
47 information to remain confidential in accordance with s.
48 213.053, F.S.; revising and adding parent and student
49 responsibilities for scholarship program participation,
50 including compliance with a private school's published
51 policies, participation in student academic assessment,
52 and restrictive endorsement of scholarship warrants;
53 prohibiting power of attorney for endorsing a scholarship
54 warrant; revising and adding private school eligibility
55 requirements and obligations, including compliance with
56 specified laws and academic accountability to the parent;

HB 7041

2006

revising and adding Department of Education obligations, including verification of eligibility of program participants, establishment of a process for notification of violations, subsequent inquiry or investigation, certification of compliance by private schools, and selection of a research organization to analyze student performance data; providing Commissioner of Education authority and obligations, including the denial, suspension, or revocation of a private school's participation in the scholarship program and procedures and timelines therefor; revising and adding provisions relating to scholarship funding and payment, including the amount of a scholarship and the payment process; requiring adoption of rules; creating s. 1002.421, F.S., relating to rights and obligations of private schools participating in state school choice scholarship programs; providing requirements for participation in a scholarship program, including compliance with specified state, local, and federal laws and demonstration of fiscal soundness; requiring restrictive endorsement of a scholarship warrant and prohibiting power of attorney for endorsing a warrant; requiring employment of qualified teachers and background screening of employees and contracted personnel with direct student contact; specifying background screening requirements and procedures; providing scope of authority; requiring adoption of rules; providing an effective date.

Be It Enacted by the Legislature of the State of Florida:

HB 7041

2006

Section 1. Section 1002.39, Florida Statutes, is amended to read:

1002.39 The John M. McKay Scholarships for Students with Disabilities Program.--There is established a program that is separate and distinct from the Opportunity Scholarship Program and is named the John M. McKay Scholarships for Students with Disabilities Program, ~~pursuant to this section.~~

(1) THE JOHN M. MCKAY SCHOLARSHIPS FOR STUDENTS WITH DISABILITIES PROGRAM.--The John M. McKay Scholarships for Students with Disabilities Program is established to provide the option to attend a public school other than the one to which assigned, or to provide a scholarship to a private school of choice, for students with disabilities for whom an individual education plan has been written in accordance with rules of the State Board of Education. Students with disabilities include K-12 students who are documented as having mental retardation; a ~~mentally handicapped,~~ speech or and language impairment; a ~~impaired, deaf or hard of hearing impairment, including~~ deafness; a visual impairment, including blindness; a visually ~~impaired,~~ dual sensory impairment; a physical impairment; a serious emotional disturbance, including an emotional handicap; ~~a impaired, physically impaired, emotionally handicapped,~~ specific learning disability, including, but not limited to, dyslexia, dyscalculia, or developmental aphasia; a traumatic brain injury; disabled, hospitalized or homebound, or autism ~~autistic.~~

(2) JOHN M. MCKAY SCHOLARSHIP ELIGIBILITY.--The parent of

HB 7041

2006

113 a public school student with a disability who is dissatisfied
114 with the student's progress may request and receive from the
115 state a John M. McKay Scholarship for the child to enroll in and
116 attend a private school in accordance with this section if:

117 (a) ~~By assigned school attendance area or by special~~
118 ~~assignment,~~ The student has spent the prior school year in
119 attendance at a Florida public school or the Florida School for
120 the Deaf and the Blind. Prior school year in attendance means
121 that the student was:

122 1. Enrolled and reported by a school district for funding
123 during the preceding October and February Florida Education
124 Finance Program surveys in kindergarten through grade 12, which
125 shall include time spent in a Department of Juvenile Justice
126 commitment program if funded under the Florida Education Finance
127 Program;

128 2. Enrolled and reported by the Florida School for the
129 Deaf and the Blind during the preceding October and February
130 student membership surveys in kindergarten through grade 12; or

131 3. Enrolled and reported by a school district for funding
132 during the preceding October and February Florida Education
133 Finance Program surveys, at least 4 years old when so enrolled
134 and reported, and eligible for services under s. 1003.21(1)(e).
135

136 However, ~~this paragraph does not apply to a dependent child of a~~
137 ~~member of the United States Armed Forces who transfers to a~~
138 ~~school in this state from out of state or from a foreign country~~
139 ~~pursuant to a parent's permanent change of station orders~~ is
140 exempt from this paragraph but. ~~A dependent child of a member of~~

HB 7041

2006

141 ~~the United States Armed Forces who transfers to a school in this~~
142 ~~state from out of state or from a foreign country pursuant to a~~
143 ~~parent's permanent change of station orders~~ must meet all other
144 eligibility requirements to participate in the program.

145 (b) The parent has obtained acceptance for admission of
146 the student to a private school that is eligible for the program
147 under subsection (8) ~~(4)~~ and has requested from the department
148 ~~notified the school district of the request for a scholarship at~~
149 ~~least 60 days prior to the date of the first scholarship~~
150 ~~payment. The request parental notification~~ must be through a
151 communication directly to the department ~~district or through the~~
152 ~~Department of Education to the district~~ in a manner that creates
153 a written or electronic record of the request ~~notification~~ and
154 the date of receipt of the request ~~notification~~.

155
156 ~~This section does not apply to a student who is enrolled in a~~
157 ~~school operating for the purpose of providing educational~~
158 ~~services to youth in Department of Juvenile Justice commitment~~
159 ~~programs. For purposes of continuity of educational choice, the~~
160 ~~scholarship shall remain in force until the student returns to a~~
161 ~~public school or graduates from high school. However, at any~~
162 ~~time, the student's parent may remove the student from the~~
163 ~~private school and place the student in another private school~~
164 ~~that is eligible for the program under subsection (4) or in a~~
165 ~~public school as provided in subsection (3).~~

166 (3) JOHN M. MCKAY SCHOLARSHIP PROHIBITIONS.--A student is
167 not eligible for a John M. McKay Scholarship while he or she is:

168 (a) Enrolled in a school operating for the purpose of

HB 7041

2006

169 providing educational services to youth in Department of
170 Juvenile Justice commitment programs;

171 (b) Receiving a corporate income tax credit scholarship
172 under s. 220.187;

173 (c) Receiving an educational scholarship pursuant to this
174 chapter;

175 (d) Participating in a home education program as defined
176 in s. 1002.01(1);

177 (e) Participating in a private tutoring program pursuant
178 to s. 1002.43;

179 (f) Participating in a virtual school, correspondence
180 school, or distance learning program that receives state funding
181 pursuant to the student's participation unless the participation
182 is limited to no more than two courses per school year; or

183 (g) Enrolled in the Florida School for the Deaf and the
184 Blind.

185 (4) TERM OF JOHN M. MCKAY SCHOLARSHIP.--

186 (a) For purposes of continuity of educational choice, a
187 John M. McKay Scholarship shall remain in force until the
188 student returns to a public school, graduates from high school,
189 or reaches the age of 22, whichever occurs first.

190 (b) Upon reasonable notice to the department and the
191 school district, the student's parent may remove the student
192 from the private school and place the student in a public school
193 in accordance with this section.

194 (c) Upon reasonable notice to the department, the
195 student's parent may move the student from one participating
196 private school to another participating private school.

HB 7041

2006

(5)~~(3)~~ SCHOOL DISTRICT ~~AND DEPARTMENT OF EDUCATION~~
OBLIGATIONS; PARENTAL OPTIONS.--

(a)1. By April 1 of each year and within 10 days after an
individual education plan meeting, a school district shall
timely notify the parent of the student of all options available
pursuant to this section, inform the parent of the availability
of the department's telephone hotline and Internet website for
additional information on John M. McKay Scholarships, and offer
that student's parent an opportunity to enroll the student in
another public school within the district.

2. The parent is not required to accept the ~~this~~ offer of
enrolling in another public school in lieu of requesting a John
M. McKay Scholarship to a private school. However, if the parent
chooses the public school option, the student may continue
attending a public school chosen by the parent until the student
graduates from high school.

3. If the parent chooses a public school consistent with
the district school board's choice plan under s. 1002.31, the
school district shall provide transportation to the public
school selected by the parent. The parent is responsible to
provide transportation to a public school chosen that is not
consistent with the district school board's choice plan under s.
1002.31.

(b)1. For a student with disabilities who does not have a
matrix of services under s. 1011.62(1)(e), the school district
must complete a matrix that assigns the student to one of the
levels of service as they existed prior to the 2000-2001 school
year.

HB 7041

2006

225 2.a. Within 10 school days after it receives notification
 226 of a parent's request for a John M. McKay Scholarship, a school
 227 district must notify the student's parent if the matrix of
 228 services has not been completed and inform the parent that the
 229 district is required to complete the matrix within 30 days after
 230 receiving notice of the parent's request for a John M. McKay
 231 Scholarship. This notice should include the required completion
 232 date for the matrix.

233 b. The school district must complete the matrix of
 234 services for any student who is participating in the John M.
 235 McKay Scholarships for Students with Disabilities Program and
 236 must notify the department of Education of the student's matrix
 237 level within 30 days after receiving notification of a request
 238 by the student's parent of intent to participate in the
 239 scholarship program. The school district must provide the
 240 student's parent with the student's matrix level within 10
 241 school days after its completion.

242 c. The department of Education shall notify the private
 243 school of the amount of the scholarship within 10 days after
 244 receiving the school district's notification of the student's
 245 matrix level. Within 10 school days after it receives
 246 notification of a parent's intent to apply for a McKay
 247 Scholarship, a district school board must notify the student's
 248 parent if the matrix has not been completed and provide the
 249 parent with the date for completion of the matrix required in
 250 this paragraph.

251 d. A school district may change a matrix of services only
 252 if the change is to correct a technical, typographical, or

HB 7041

2006

calculation error.

(c) A school district shall provide notification to parents of the availability of a reevaluation at least every 3 years of each student who receives a John M. McKay Scholarship.

(d)~~(e)~~ If the parent chooses the private school option and the student is accepted by the private school pending the availability of a space for the student, the parent of the student must notify the department ~~school district~~ 60 days prior to the first scholarship payment and before entering the private school in order to be eligible for the scholarship when a space becomes available for the student in the private school.

(e)~~(d)~~ The parent of a student may choose, as an alternative, to enroll the student in and transport the student to a public school in an adjacent school district which has available space and has a program with the services agreed to in the student's individual education plan already in place, and that school district shall accept the student and report the student for purposes of the district's funding pursuant to the Florida Education Finance Program.

(f)~~(e)~~ For a student ~~in the district~~ who participates in the John M. McKay Scholarships for Students with Disabilities Program whose parent requests that the student take the statewide assessments under s. 1008.22, the district in which the student attends private school shall provide locations and times to take all statewide assessments.

~~(f) A school district must notify the Department of Education within 10 days after it receives notification of a parent's intent to apply for a scholarship for a student with a~~

HB 7041

2006

~~disability. A school district must provide the student's parent with the student's matrix level within 10 school days after its completion.~~

(6) DEPARTMENT OF EDUCATION OBLIGATIONS.--The department shall:

(a) Establish a toll-free hotline that provides parents and private schools with information on participation in the John M. McKay Scholarships for Students with Disabilities Program.

(b) Annually verify the eligibility of private schools that meet the requirements of subsection (8).

(c) Establish a process by which individuals may notify the department of any violation by a parent, private school, or school district of state laws relating to program participation. The department shall conduct an inquiry of any written complaint of a violation of this section, or make a referral to the appropriate agency for an investigation, if the complaint is signed by the complainant and is legally sufficient. A complaint is legally sufficient if it contains ultimate facts that show that a violation of this section or any rule adopted by the State Board of Education has occurred. In order to determine legal sufficiency, the department may require supporting information or documentation from the complainant. A department inquiry is not subject to the requirements of chapter 120.

(d) Require an annual, notarized, sworn compliance statement by participating private schools certifying compliance with state laws and shall retain such records.

(e) Cross-check the list of participating scholarship

HB 7041

2006

students with the public school enrollment lists prior to the first scholarship payment to avoid duplication.

(7) COMMISSIONER OF EDUCATION AUTHORITY AND OBLIGATIONS.--

(a) The Commissioner of Education shall deny, suspend, or revoke a private school's participation in the scholarship program if it is determined that the private school has failed to comply with the provisions of this section. However, in instances in which the noncompliance is correctable within a reasonable amount of time and in which the health, safety, and welfare of the students are not threatened, the commissioner may issue a notice of noncompliance that shall provide the private school with a timeframe within which to provide evidence of compliance prior to taking action to suspend or revoke the private school's participation in the scholarship program.

(b) The commissioner's determination is subject to the following:

1. If the commissioner intends to deny, suspend, or revoke a private school's participation in the scholarship program, the department shall notify the private school of such proposed action in writing by certified mail and regular mail to the private school's address of record with the department. The notification shall include the reasons for the proposed action and notice of the timelines and procedures set forth in this paragraph.

2. The private school that is adversely affected by the proposed action shall have 15 days from receipt of the notice of proposed action to file with the department's agency clerk a request for a proceeding pursuant to ss. 120.569 and 120.57. If

HB 7041

2006

the private school is entitled to a hearing under s. 120.57(1), the department shall forward the request to the Division of Administrative Hearings.

3. Upon receipt of a request referred pursuant to this paragraph, the director of the Division of Administrative Hearings shall expedite the hearing and assign an administrative law judge who shall commence a hearing within 30 days after the receipt of the formal written request by the division and enter a recommended order within 30 days after the hearing or within 30 days after receipt of the hearing transcript, whichever is later. Each party shall be allowed 10 days in which to submit written exceptions to the recommended order. A final order shall be entered by the agency within 30 days after the entry of a recommended order. The provisions of this subparagraph may be waived upon stipulation by all parties.

(c) The commissioner may immediately suspend payment of scholarship funds if it is determined that there is probable cause to believe that there is:

1. An imminent threat to the health, safety, and welfare of the students; or

2. Fraudulent activity on the part of the private school.

The commissioner's order suspending payment pursuant to this paragraph may be appealed pursuant to the same procedures and timelines as the notice of proposed action set forth in paragraph (b).

~~(8)-(4)~~ PRIVATE SCHOOL ELIGIBILITY AND OBLIGATIONS.--To be eligible to participate in the John M. McKay Scholarships for

HB 7041

2006

Students with Disabilities Program, a private school ~~must be a~~
~~Florida private school~~, may be sectarian or nonsectarian, and
must:

(a) Comply with all requirements for private schools
participating in state school choice scholarship programs
pursuant to s. 1002.421.

(b) Provide the department all documentation required for
a student's participation, including the private school's and
student's fee schedules, at least 30 days before the first
quarterly scholarship payment is made for the student.

(c) Be academically accountable to the parent for meeting
the educational needs of the student by:

1. At a minimum, annually providing to the parent a
written explanation of the student's progress.

2. Cooperating with the scholarship student whose parent
chooses to participate in the statewide assessments pursuant to
s. 1008.22.

The inability of a private school to meet the requirements of
this subsection shall constitute a basis for the ineligibility
of the private school to participate in the scholarship program
as determined by the department.

~~(a) Demonstrate fiscal soundness by being in operation for~~
~~1 school year or provide the Department of Education with a~~
~~statement by a certified public accountant confirming that the~~
~~private school desiring to participate is insured and the owner~~
~~or owners have sufficient capital or credit to operate the~~
~~school for the upcoming year serving the number of students~~

HB 7041

2006

393 ~~anticipated with expected revenues from tuition and other~~
394 ~~sources that may be reasonably expected. In lieu of such a~~
395 ~~statement, a surety bond or letter of credit for the amount~~
396 ~~equal to the scholarship funds for any quarter may be filed with~~
397 ~~the department.~~

398 ~~(b) Notify the Department of Education of its intent to~~
399 ~~participate in the program under this section. The notice must~~
400 ~~specify the grade levels and services that the private school~~
401 ~~has available for students with disabilities who are~~
402 ~~participating in the scholarship program.~~

403 ~~(c) Comply with the antidiscrimination provisions of 42~~
404 ~~U.S.C. s. 2000d.~~

405 ~~(d) Meet state and local health and safety laws and codes.~~

406 ~~(e) Be academically accountable to the parent for meeting~~
407 ~~the educational needs of the student.~~

408 ~~(f) Employ or contract with teachers who hold~~
409 ~~baccalaureate or higher degrees, or have at least 3 years of~~
410 ~~teaching experience in public or private schools, or have~~
411 ~~special skills, knowledge, or expertise that qualifies them to~~
412 ~~provide instruction in subjects taught.~~

413 ~~(g) Comply with all state laws relating to general~~
414 ~~regulation of private schools.~~

415 ~~(h) Adhere to the tenets of its published disciplinary~~
416 ~~procedures prior to the expulsion of a scholarship student.~~

417 (9) (5) PARENT AND STUDENT RESPONSIBILITIES FOR OBLIGATION
418 OF PROGRAM PARTICIPATION PARTICIPANTS.--A parent who applies for
419 a John M. McKay Scholarship is exercising his or her parental
420 option to place his or her child in a private school.

HB 7041

2006

(a) ~~A parent who applies for a John M. McKay Scholarship is exercising his or her parental option to place his or her child in a private school.~~ The parent must select the private school and apply for the admission of his or her child.

(b) The parent must have requested the scholarship at least 60 days prior to the date of the first scholarship payment.

(c) Any student participating in the John M. McKay Scholarships for Students with Disabilities ~~scholarship~~ Program must remain in attendance throughout the school year, unless excused by the school for illness or other good cause, ~~and must comply fully with the school's code of conduct.~~

(d) Each ~~The parent and of each student has an obligation to the private school to participating in the scholarship~~ program must comply fully with the private school's published policies ~~parental involvement requirements, unless excused by the school for illness or other good cause.~~

(e) If the parent requests that the student participating in the John M. McKay Scholarships for Students with Disabilities ~~scholarship~~ Program take all statewide assessments required pursuant to s. 1008.22, the parent is responsible for transporting the student to the assessment site designated by the school district.

(f) Upon receipt of a scholarship warrant, the parent to whom the warrant is made must restrictively endorse the warrant to the private school for deposit into the account of the private school. The parent may not designate any entity or individual associated with the participating private school as

HB 7041

2006

449 the parent's attorney in fact to endorse a scholarship warrant.
 450 A participant who fails to comply with this paragraph forfeits
 451 the scholarship.

452 ~~(g) A participant who fails to comply with this subsection~~
 453 ~~forfeits the scholarship.~~

454 (10) ~~(6)~~ JOHN M. MCKAY SCHOLARSHIP FUNDING AND PAYMENT.--

455 (a)1. The maximum scholarship granted for an eligible
 456 student with disabilities shall be a calculated amount
 457 equivalent to the base student allocation in the Florida
 458 Education Finance Program multiplied by the appropriate cost
 459 factor for the educational program that would have been provided
 460 for the student in the district school to which he or she was
 461 assigned, multiplied by the district cost differential.

462 2. In addition, a share of the guaranteed allocation for
 463 exceptional students shall be determined and added to the
 464 calculated amount. The calculation shall be based on the
 465 methodology and the data used to calculate the guaranteed
 466 allocation for exceptional students for each district in chapter
 467 2000-166, Laws of Florida. Except as provided in subparagraphs
 468 ~~subparagraph~~ 3. and 4., the calculation shall be based on the
 469 student's grade, matrix level of services, and the difference
 470 between the 2000-2001 basic program and the appropriate level of
 471 services cost factor, multiplied by the 2000-2001 base student
 472 allocation and the 2000-2001 district cost differential for the
 473 sending district. Also, the calculated amount shall include the
 474 per-student share of supplemental academic instruction funds,
 475 instructional materials funds, technology funds, and other
 476 categorical funds as provided for such purposes in the General

HB 7041

2006

Appropriations Act.

3. The calculated scholarship amount for a student who is eligible under subparagraph (2)(a)2. shall be calculated as provided in subparagraphs 1. and 2. However, the calculation shall be based on the school district in which the parent resides at the time of the scholarship request.

4.3- Until the school district completes the matrix required by paragraph (5)(3)(b), the calculation shall be based on the matrix that assigns the student to support level I of service as it existed prior to the 2000-2001 school year. When the school district completes the matrix, the amount of the payment shall be adjusted as needed.

(b) The amount of the John M. McKay Scholarship shall be the calculated amount or the amount of the private school's tuition and fees, whichever is less. The amount of any assessment fee required by the participating private school may be paid from the total amount of the scholarship.

~~(c) If the participating private school requires partial payment of tuition prior to the start of the academic year to reserve space for students admitted to the school, that partial payment may be paid by the Department of Education prior to the first quarterly payment of the year in which the John M. McKay Scholarship is awarded, up to a maximum of \$1,000, and deducted from subsequent scholarship payments. If a student decides not to attend the participating private school, the partial reservation payment must be returned to the Department of Education by the participating private school. There is a limit of one reservation payment per student per year.~~

HB 7041

2006

(c)1.~~(d)~~ The school district shall report all students who are attending a private school in the district under this program. The students with disabilities attending private schools on John M. McKay Scholarships shall be reported separately from other students reported for purposes of the Florida Education Finance Program.

2. For program participants who are eligible under subparagraph (2)(a)2., the school district that is used as the basis for the calculation of the scholarship amount as provided in subparagraph (a)3. shall:

a. Report to the department all such students who are attending a private school under this program.

b. Be held harmless for such students from the weighted enrollment ceiling for group 2 programs in s. 1011.62(1)(d)3.a. during the first school year in which the students are reported.

(d)~~(e)~~ Following notification on July 1, September 1, December 1, or February 1 of the number of program participants, the department ~~of Education~~ shall transfer, from General Revenue funds only, the amount calculated under paragraph (b) from the school district's total funding entitlement under the Florida Education Finance Program and from authorized categorical accounts to a separate account for the scholarship program for quarterly disbursement to the parents of participating students. Funds may not be transferred from any funding provided to the Florida School for the Deaf and the Blind for program participants who are eligible under subparagraph (2)(a)2. For a student exiting a Department of Juvenile Justice commitment program who chooses to participate in the scholarship program,

HB 7041

2006

533 the amount of the John M. McKay Scholarship calculated pursuant
 534 to paragraph (b) shall be transferred from the school district
 535 in which the student last attended a public school prior to
 536 commitment to the Department of Juvenile Justice. When a student
 537 enters the scholarship program, the department ~~of Education~~ must
 538 receive all documentation required for the student's
 539 participation, including the private school's and student's fee
 540 schedules, at least 30 days before the first quarterly
 541 scholarship payment is made for the student. ~~The Department of~~
 542 ~~Education may not make any retroactive payments.~~

543 (e)-(f) Upon notification proper documentation reviewed and
 544 approved by the department that it has received the
 545 documentation required under paragraph (d) ~~Department of~~
 546 ~~Education~~, the Chief Financial Officer shall make scholarship
 547 payments in four equal amounts no later than September 1,
 548 November 1, February 1, and April 1 ~~15~~ of each academic year in
 549 which the scholarship is in force. The initial payment shall be
 550 made after department ~~of Education~~ verification of admission
 551 acceptance, and subsequent payments shall be made upon
 552 verification of continued enrollment and attendance at the
 553 private school. Payment must be by individual warrant made
 554 payable to the student's parent and mailed by the department ~~of~~
 555 ~~Education~~ to the private school of the parent's choice, and the
 556 parent shall restrictively endorse the warrant to the private
 557 school for deposit into the account of the private school.

558 (f) Subsequent to each scholarship payment, the Department
 559 of Financial Services shall randomly review endorsed warrants to
 560 confirm compliance with endorsement requirements. The Department

HB 7041

2006

of Financial Services shall immediately report inconsistencies or irregularities to the department.

(11)~~(7)~~ LIABILITY.--No liability shall arise on the part of the state based on the award or use of a John M. McKay Scholarship.

(12) SCOPE OF AUTHORITY.--The inclusion of eligible private schools within options available to Florida public school students does not expand the regulatory authority of the state, its officers, or any school district to impose any additional regulation of private schools beyond those reasonably necessary to enforce requirements expressly set forth in this section.

(13)~~(8)~~ RULES.--The State Board of Education shall adopt rules pursuant to ss. 120.536(1) and 120.54 to administer this section, including rules that school districts must use to expedite the development of a matrix of services based on an active~~a current~~ individual education plan from another state or a foreign country for a transferring student with a disability who is a dependent child of a member of the United States Armed Forces. The rules must identify the appropriate school district personnel who must complete the matrix of services. For purposes of these rules, a transferring student with a disability is one who was previously enrolled as a student with a disability in an out-of-state or an out-of-country public or private school or agency program and who is transferring from out of state or from a foreign country pursuant to a parent's permanent change of station orders. However, the inclusion of eligible private schools within options available to Florida public school

HB 7041

2006

589 ~~students does not expand the regulatory authority of the state,~~
 590 ~~its officers, or any school district to impose any additional~~
 591 ~~regulation of private schools beyond those reasonably necessary~~
 592 ~~to enforce requirements expressly set forth in this section.~~

593 Section 2. Section 220.187, Florida Statutes, is amended
 594 to read:

595 220.187 Credits for contributions to nonprofit
 596 scholarship-funding organizations.--

597 (1) PURPOSE.--The purpose of this section is to:

598 (a) Encourage private, voluntary contributions to
 599 nonprofit scholarship-funding organizations.

600 (b) Expand educational opportunities for children of
 601 families that have limited financial resources.

602 (c) Enable children in this state to achieve a greater
 603 level of excellence in their education.

604 (2) DEFINITIONS.--As used in this section, the term:

605 (a) "Department" means the Department of Revenue.

606 (b) "Eligible contribution" means a monetary contribution
 607 from a taxpayer, subject to the restrictions provided in this
 608 section, to an eligible nonprofit scholarship-funding
 609 organization. The taxpayer making the contribution may not
 610 designate a specific child as the beneficiary of the
 611 contribution. ~~The taxpayer may not contribute more than \$5~~
 612 ~~million to any single eligible nonprofit scholarship-funding~~
 613 ~~organization.~~

614 (c)-(d) "Eligible nonprofit scholarship-funding
 615 organization" means a charitable organization that:

616 1. Is exempt from federal income tax pursuant to s.

HB 7041

2006

617 501(c)(3) of the Internal Revenue Code.

618 2. Is a Florida entity formed under chapter 607, chapter
619 608, or chapter 617 and whose principal office is located in the
620 state.

621 3. and that Complies with the provisions of subsection (6)
622 ~~(4)~~.

623 ~~(d)(e)~~ "Eligible private nonpublic school" means a private
624 nonpublic school, as defined in s. 1002.01(2), located in
625 Florida that offers an education to students in any grades K-12
626 and that meets the requirements in subsection (8) ~~(6)~~.

627 (e) "Owner or operator" includes:

628 1. An owner, president, officer, or director of an
629 eligible nonprofit scholarship-funding organization or a person
630 with equivalent decisionmaking authority over an eligible
631 nonprofit scholarship-funding organization.

632 2. An owner, operator, superintendent, or principal of an
633 eligible private school or a person with equivalent
634 decisionmaking authority over an eligible private school.

635 ~~(e) "Qualified student" means a student who qualifies for~~
636 ~~free or reduced price school lunches under the National School~~
637 ~~Lunch Act and who:~~

638 (3) PROGRAM; SCHOLARSHIP ELIGIBILITY.--The Corporate
639 Income Tax Credit Scholarship Program is established. A student
640 is eligible for a corporate income tax credit scholarship if the
641 student qualifies for free or reduced-price school lunches under
642 the National School Lunch Act and:

643 (a)1- Was counted as a full-time equivalent student during
644 the previous state fiscal year for purposes of state per-student

HB 7041

2006

funding;

(b)2- Received a scholarship from an eligible nonprofit scholarship-funding organization or from the State of Florida during the previous school year; or

(c)3- Is eligible to enter kindergarten or first grade.

Contingent upon available funds, a student may continue in the scholarship program as long as the student's family income level does not exceed 200 percent of the federal poverty level.

(4) SCHOLARSHIP PROHIBITIONS.--A student is not eligible for a scholarship while he or she is:

(a) Enrolled in a school operating for the purpose of providing educational services to youth in Department of Juvenile Justice commitment programs;

(b) Receiving a scholarship from another eligible nonprofit scholarship-funding organization under this section;

(c) Receiving an educational scholarship pursuant to chapter 1002;

(d) Participating in a home education program as defined in s. 1002.01(1);

(e) Participating in a private tutoring program pursuant to s. 1002.43;

(f) Participating in a virtual school, correspondence school, or distance learning program that receives state funding pursuant to the student's participation unless the participation is limited to no more than two courses per school year; or

(g) Enrolled in the Florida School for the Deaf and the Blind.

HB 7041

2006

(5)(3) AUTHORIZATION TO GRANT SCHOLARSHIP FUNDING TAX
CREDITS; LIMITATIONS ON INDIVIDUAL AND TOTAL CREDITS.--

(a) There is allowed a credit of 100 percent of an
eligible contribution against any tax due for a taxable year
under this chapter. However, such a credit may not exceed 75
percent of the tax due under this chapter for the taxable year,
after the application of any other allowable credits by the
taxpayer. ~~However, at least 5 percent of the total statewide
amount authorized for the tax credit shall be reserved for
taxpayers who meet the definition of a small business provided
in s. 288.703(1) at the time of application.~~ The credit granted
by this section shall be reduced by the difference between the
amount of federal corporate income tax taking into account the
credit granted by this section and the amount of federal
corporate income tax without application of the credit granted
by this section.

(b) The total amount of tax credits and carryforward of
tax credits which may be granted ~~each state fiscal year~~ under
this section is \$88 million during the 2006-2007 fiscal year.
The total amount of tax credits and carryforward of tax credits
which may be granted under this section shall be adjusted each
year thereafter, should the prior year's total tax credit and
carryforward tax credit limits be obtained, by the same
percentage as the increase or decrease in total funding,
adjusted for Florida Retirement System changes if applicable,
under the Florida Education Finance Program as provided in the
General Appropriations Act workpapers. However, the total amount
of tax credits that may be granted pursuant to this paragraph

HB 7041

2006

may not increase by more than 5 percent in any year. The Commissioner of Education shall certify to the department and notify eligible nonprofit scholarship-funding organizations of the resulting value of tax credits that may be granted within 30 days after the General Appropriations Act becomes law. However, at least 1 percent of the total statewide amount authorized for the tax credit shall be reserved for taxpayers who meet the definition of a small business provided in s. 288.703(1) at the time of application.

(c) A taxpayer who files a Florida consolidated return as a member of an affiliated group pursuant to s. 220.131(1) may be allowed the credit on a consolidated return basis; however, the total credit taken by the affiliated group is subject to the limitation established under paragraph (a).

(d) Effective for tax years beginning January 1, 2006, a taxpayer may rescind all or part of its allocated tax credit under this section. The amount rescinded shall become available for purposes of the cap for that state fiscal year under this section to an eligible taxpayer as approved by the department if the taxpayer receives notice from the department that the rescindment has been accepted by the department and the taxpayer has not previously rescinded any or all of its tax credit allocation under this section more than once in the previous 3 tax years. Any amount rescinded under this paragraph shall become available to an eligible taxpayer on a first-come, first-served basis based on tax credit applications received after the date the rescindment is accepted by the department.

~~(6)-(4)~~ OBLIGATIONS OF ELIGIBLE NONPROFIT SCHOLARSHIP-

HB 7041

2006

729 FUNDING ORGANIZATIONS.--An eligible nonprofit scholarship-
730 funding organization:

731 (a) Must comply with the antidiscrimination provisions of
732 42 U.S.C. s. 2000d.

733 (b) Must comply with the following background check
734 requirements:

735 1. All owners and operators as defined in subparagraph
736 (2)(e)1. are subject to level 2 background screening as provided
737 under chapter 435. The fingerprints for the background screening
738 must be electronically submitted to the Department of Law
739 Enforcement and can be taken by an authorized law enforcement
740 agency or by an employee of the eligible nonprofit scholarship-
741 funding organization or a private company who is trained to take
742 fingerprints. However, the complete set of fingerprints of an
743 owner or operator may not be taken by the owner or operator. The
744 results of the state and national criminal history check shall
745 be provided to the Department of Education for screening under
746 chapter 435. The cost of the background screening may be borne
747 by the eligible nonprofit scholarship-funding organization or
748 the owner or operator.

749 2. Every 5 years following employment or engagement to
750 provide services or association with an eligible nonprofit
751 scholarship-funding organization, each owner or operator must
752 meet level 2 screening standards as described in s. 435.04, at
753 which time the nonprofit scholarship-funding organization shall
754 request the Department of Law Enforcement to forward the
755 fingerprints to the Federal Bureau of Investigation for level 2
756 screening. If the fingerprints of an owner or operator are not

HB 7041

2006

757 retained by the Department of Law Enforcement under subparagraph
758 3., the owner or operator must electronically file a complete
759 set of fingerprints with the Department of Law Enforcement. Upon
760 submission of fingerprints for this purpose, the eligible
761 nonprofit scholarship-funding organization shall request that
762 the Department of Law Enforcement forward the fingerprints to
763 the Federal Bureau of Investigation for level 2 screening, and
764 the fingerprints shall be retained by the Department of Law
765 Enforcement under subparagraph 3.

766 3. Beginning July 1, 2007, all fingerprints submitted to
767 the Department of Law Enforcement as required by this paragraph
768 must be retained by the Department of Law Enforcement in a
769 manner approved by rule and entered in the statewide automated
770 fingerprint identification system authorized by s. 943.05(2)(b).
771 The fingerprints must thereafter be available for all purposes
772 and uses authorized for arrest fingerprint cards entered in the
773 statewide automated fingerprint identification system pursuant
774 to s. 943.051.

775 4. Beginning July 1, 2007, the Department of Law
776 Enforcement shall search all arrest fingerprint cards received
777 under s. 943.051 against the fingerprints retained in the
778 statewide automated fingerprint identification system under
779 subparagraph 3. Any arrest record that is identified with an
780 owner's or operator's fingerprints must be reported to the
781 Department of Education. The Department of Education shall
782 participate in this search process by paying an annual fee to
783 the Department of Law Enforcement and by informing the
784 Department of Law Enforcement of any change in the employment,

HB 7041

2006

785 engagement, or association status of the owners or operators
786 whose fingerprints are retained under subparagraph 3. The
787 Department of Law Enforcement shall adopt a rule setting the
788 amount of the annual fee to be imposed upon the Department of
789 Education for performing these services and establishing the
790 procedures for the retention of owner and operator fingerprints
791 and the dissemination of search results. The fee may be borne by
792 the owner or operator of the nonprofit scholarship-funding
793 organization.

794 5. A nonprofit scholarship-funding organization whose
795 owner or operator fails the level 2 background screening shall
796 not be eligible to provide scholarships under this section.

797 6. A nonprofit scholarship-funding organization whose
798 owner or operator in the last 7 years has filed for personal
799 bankruptcy or corporate bankruptcy in a corporation of which he
800 or she owned more than 20 percent shall not be eligible to
801 provide scholarships under this section.

802 (c) Must not have an owner or operator who owns or
803 operates an eligible private school that is participating in the
804 scholarship program.

805 (d) ~~(a)~~ Must ~~An eligible nonprofit scholarship-funding~~
806 ~~organization shall~~ provide scholarships, from eligible
807 contributions, to eligible ~~qualified~~ students for:

808 1. Tuition or textbook expenses for, or transportation to,
809 an eligible private ~~nonpublic~~ school. At least 75 percent of the
810 scholarship funding must be used to pay tuition expenses; or

811 2. Transportation expenses to a Florida public school that
812 is located outside the district in which the student resides or

HB 7041

2006

813 to a lab school as defined in s. 1002.32.

814 (e) (b) Must ~~An eligible nonprofit scholarship funding~~
815 ~~organization shall~~ give priority to eligible ~~qualified~~ students
816 who received a scholarship from an eligible nonprofit
817 scholarship-funding organization or from the State of Florida
818 during the previous school year.

819 (f) Must provide a scholarship to an eligible student on a
820 first-come, first-served basis unless the student qualifies for
821 priority pursuant to paragraph (e).

822 (g) May not restrict or reserve scholarships for use at a
823 particular private school or provide scholarships to a child of
824 an owner or operator.

825 (h) Must allow an eligible student to attend any eligible
826 private school and must allow a parent to transfer a scholarship
827 during a school year to any other eligible private school of the
828 parent's choice.

829 ~~(c) The amount of a scholarship provided to any child for~~
830 ~~any single school year by all eligible nonprofit scholarship-~~
831 ~~funding organizations from eligible contributions shall not~~
832 ~~exceed the following annual limits:-~~

833 ~~1. Three thousand five hundred dollars for a scholarship~~
834 ~~awarded to a student enrolled in an eligible nonpublic school.~~

835 ~~2. Five hundred dollars for a scholarship awarded to a~~
836 ~~student enrolled in a Florida public school that is located~~
837 ~~outside the district in which the student resides.~~

838 ~~(d) The amount of an eligible contribution which may be~~
839 ~~accepted by an eligible nonprofit scholarship funding~~
840 ~~organization is limited to the amount needed to provide~~

HB 7041

2006

~~scholarships for qualified students which the organization has identified and for which vacancies in eligible nonpublic schools have been identified.~~

(i)(e) Must obligate, in the same fiscal year in which the contribution was received, An eligible nonprofit scholarship-funding organization that receives an eligible contribution must spend 100 percent of the eligible contribution to provide scholarships; however, up to 25 percent of the total contribution may be carried forward for scholarships to be granted in the following same state fiscal year in which the contribution was received. No portion of eligible contributions may be used for administrative expenses. All interest accrued from contributions must be used for scholarships.

(j) Must maintain separate accounts for scholarship funds and operating funds.

(k) With the prior approval of the Department of Education, may transfer funds to another eligible nonprofit scholarship-funding organization if additional funds are required to meet scholarship demand at the receiving nonprofit scholarship-funding organization. A transfer shall be limited to the greater of \$500,000 or 20 percent of the total contributions received by the nonprofit scholarship-funding organization making the transfer. All transferred funds must be deposited by the receiving nonprofit scholarship-funding organization into its scholarship accounts. All transferred amounts received by any nonprofit scholarship-funding organization must be separately disclosed in the annual financial and compliance audit required in this section.

HB 7041

2006

869 ~~(1)(f) An eligible nonprofit scholarship funding~~
 870 ~~organization that receives eligible contributions~~ Must provide
 871 to the Auditor General and the Department of Education an annual
 872 financial and compliance audit of its accounts and records
 873 conducted by an independent certified public accountant and in
 874 accordance with rules adopted by the Auditor General. The audit
 875 must be conducted in compliance with generally accepted auditing
 876 standards and must include a report on financial statements
 877 presented in accordance with generally accepted accounting
 878 principles set forth by the American Institute of Certified
 879 Public Accountants for not-for-profit organizations and a
 880 determination of compliance with the statutory eligibility and
 881 expenditure requirements set forth in this section. Audits must
 882 be provided to the Auditor General and the Department of
 883 Education within 180 days after completion of the eligible
 884 nonprofit scholarship-funding organization's fiscal year.

885 (m) Must prepare and submit quarterly reports to the
 886 Department of Education pursuant to paragraph (9)(m). In
 887 addition, an eligible nonprofit scholarship-funding organization
 888 must submit in a timely manner any information requested by the
 889 Department of Education relating to the scholarship program.

890
 891 Any and all information and documentation provided to the
 892 Department of Education and the Auditor General relating to the
 893 identity of a taxpayer that provides an eligible contribution
 894 under this section shall remain confidential at all times in
 895 accordance with s. 213.053.

896 ~~(g) Payment of the scholarship by the eligible nonprofit~~

HB 7041

2006

897 ~~scholarship funding organization shall be by individual warrant~~
 898 ~~or check made payable to the student's parent. If the parent~~
 899 ~~chooses for his or her child to attend an eligible nonpublic~~
 900 ~~school, the warrant or check must be mailed by the eligible~~
 901 ~~nonprofit scholarship funding organization to the nonpublic~~
 902 ~~school of the parent's choice, and the parent shall~~
 903 ~~restrictively endorse the warrant or check to the nonpublic~~
 904 ~~school. An eligible nonprofit scholarship funding organization~~
 905 ~~shall ensure that, upon receipt of a scholarship warrant or~~
 906 ~~check, the parent to whom the warrant or check is made~~
 907 ~~restrictively endorses the warrant or check to the nonpublic~~
 908 ~~school of the parent's choice for deposit into the account of~~
 909 ~~the nonpublic school.~~

910 (7)(5) PARENT AND STUDENT RESPONSIBILITIES FOR PROGRAM
 911 PARTICIPATION OBLIGATIONS.--

912 (a) The parent must select an eligible private school and
 913 apply for the admission of his or her child.

914 (b) The parent must inform the child's school district
 915 when the parent withdraws his or her child to attend an eligible
 916 private school.

917 (c) Any student participating in the scholarship program
 918 must remain in attendance throughout the school year unless
 919 excused by the school for illness or other good cause.

920 (d) Each parent and each student has an obligation to the
 921 private school to comply with the private school's published
 922 policies.

923 (e) The parent shall ensure that the student participating
 924 in the scholarship program takes the norm-referenced assessment

HB 7041

2006

offered by the private school. The parent may also choose to
have the student participate in the statewide assessments
pursuant to s. 1008.22. If the parent requests that the student
participating in the scholarship program take statewide
assessments pursuant to s. 1008.22, the parent is responsible
for transporting the student to the assessment site designated
by the school district.

(f) Upon receipt of a scholarship warrant from the
eligible nonprofit scholarship-funding organization, the parent
to whom the warrant is made must restrictively endorse the
warrant to the private school for deposit into the account of
the private school. The parent may not designate any entity or
individual associated with the participating private school as
the parent's attorney in fact to endorse a scholarship warrant.
A participant who fails to comply with this paragraph forfeits
the scholarship. As a condition for scholarship payment pursuant
to paragraph (4)(g), if the parent chooses for his or her child
to attend an eligible nonpublic school, the parent must inform
the child's school district within 15 days after such decision.

(8)-(6) PRIVATE ELIGIBLE NONPUBLIC SCHOOL ELIGIBILITY AND
OBLIGATIONS.--An eligible private nonpublic school may be
sectarian or nonsectarian and must:

(a) Comply with all requirements for private schools
participating in state school choice scholarship programs
pursuant to s. 1002.421.

(b) Provide to the eligible nonprofit scholarship-funding
organization, upon request, all documentation required for the
student's participation, including the private school's and

HB 7041

2006

student's fee schedules.

(c) Be academically accountable to the parent for meeting the educational needs of the student by:

1. At a minimum, annually providing to the parent a written explanation of the student's progress.

2. Annually administering or making provision for students participating in the scholarship program to take one of the nationally norm-referenced tests identified by the Department of Education. Students with disabilities for whom standardized testing is not appropriate are exempt from this requirement. A participating private school must report a student's scores to the parent and to the independent research organization selected by the Department of Education as described in paragraph (9)(j).

3. Cooperating with the scholarship student whose parent chooses to participate in the statewide assessments pursuant to s. 1008.32.

The inability of a private school to meet the requirements of this subsection shall constitute a basis for the ineligibility of the private school to participate in the scholarship program as determined by the Department of Education.

~~(a) Demonstrate fiscal soundness by being in operation for one school year or provide the Department of Education with a statement by a certified public accountant confirming that the nonpublic school desiring to participate is insured and the owner or owners have sufficient capital or credit to operate the school for the upcoming year serving the number of students anticipated with expected revenues from tuition and other~~

HB 7041

2006

981 ~~sources that may be reasonably expected. In lieu of such a~~
 982 ~~statement, a surety bond or letter of credit for the amount~~
 983 ~~equal to the scholarship funds for any quarter may be filed with~~
 984 ~~the department.~~

985 ~~(b) Comply with the antidiscrimination provisions of 42~~
 986 ~~U.S.C. s. 2000d.~~

987 ~~(c) Meet state and local health and safety laws and codes.~~

988 ~~(d) Comply with all state laws relating to general~~
 989 ~~regulation of nonpublic schools.~~

990 (9) DEPARTMENT OF EDUCATION OBLIGATIONS.--The Department
 991 of Education shall:

992 (a) Annually submit to the department, by March 15, a list
 993 of eligible nonprofit scholarship-funding organizations that
 994 meet the requirements of paragraph (2)(c).

995 (b) Annually verify the eligibility of nonprofit
 996 scholarship-funding organizations that meet the requirements of
 997 paragraph (2)(c).

998 (c) Annually verify the eligibility of private schools
 999 that meet the requirements of subsection (8).

1000 (d) Annually verify the eligibility of expenditures as
 1001 provided in paragraph (6)(d) using the audit required by
 1002 paragraph (6)(1).

1003 (e) Establish a toll-free hotline that provides parents
 1004 and private schools with information on participation in the
 1005 scholarship program.

1006 (f) Establish a process by which individuals may notify
 1007 the Department of Education of any violation by a parent,
 1008 private school, or school district of state laws relating to

HB 7041

2006

1009 program participation. The Department of Education shall conduct
 1010 an inquiry of any written complaint of a violation of this
 1011 section, or make a referral to the appropriate agency for an
 1012 investigation, if the complaint is signed by the complainant and
 1013 is legally sufficient. A complaint is legally sufficient if it
 1014 contains ultimate facts that show that a violation of this
 1015 section or any rule adopted by the State Board of Education has
 1016 occurred. In order to determine legal sufficiency, the
 1017 Department of Education may require supporting information or
 1018 documentation from the complainant. A department inquiry is not
 1019 subject to the requirements of chapter 120.

1020 (g) Require an annual, notarized, sworn compliance
 1021 statement by participating private schools certifying compliance
 1022 with state laws and shall retain such records.

1023 (h) Cross-check the list of participating scholarship
 1024 students with the public school enrollment lists to avoid
 1025 duplication.

1026 (i) In accordance with State Board of Education rule,
 1027 identify and select the nationally norm-referenced tests that
 1028 are comparable to the norm-referenced provisions of the Florida
 1029 Comprehensive Assessment Test (FCAT) provided that the FCAT may
 1030 be one of the tests selected. However, the Department of
 1031 Education may approve the use of an additional assessment by the
 1032 school if the assessment meets industry standards of quality and
 1033 comparability.

1034 (j) Select an independent research organization, which may
 1035 be a public or private entity or university, to which
 1036 participating private schools must report the scores of

HB 7041

2006

1037 participating students on the nationally norm-referenced tests
 1038 administered by the private school. The independent research
 1039 organization must annually report to the Department of Education
 1040 on the year-to-year improvements of participating students. The
 1041 independent research organization must analyze and report
 1042 student performance data in a manner that protects the rights of
 1043 students and parents as mandated in 20 U.S.C. s. 1232g, the
 1044 Family Educational Rights and Privacy Act, and must not
 1045 disaggregate data to a level that will disclose the academic
 1046 level of individual students or of individual schools. To the
 1047 extent possible, the independent research organization must
 1048 accumulate historical performance data on students from the
 1049 Department of Education and private schools to describe baseline
 1050 performance and to conduct longitudinal studies. To minimize
 1051 costs and reduce time required for third-party analysis and
 1052 evaluation, the Department of Education shall conduct analyses
 1053 of matched students from public school assessment data and
 1054 calculate control group learning gains using an agreed-upon
 1055 methodology outlined in the contract with the third-party
 1056 evaluator. The sharing of student data must be in accordance
 1057 with requirements of 20 U.S.C. s. 1232g, the Family Educational
 1058 Rights and Privacy Act, and shall be for the sole purpose of
 1059 conducting the evaluation. All parties must preserve the
 1060 confidentiality of such information as required by law.

1061 (k) Notify an eligible nonprofit scholarship-funding
 1062 organization of any of the organization's identified students
 1063 who are receiving educational scholarships pursuant to chapter
 1064 1002.

HB 7041

2006

(l) Notify an eligible nonprofit scholarship-funding organization of any of the organization's identified students who are receiving corporate income tax credit scholarships from other eligible nonprofit scholarship-funding organizations.

(m) Require quarterly reports by an eligible nonprofit scholarship-funding organization regarding the number of students participating in the scholarship program, the private schools at which the students are enrolled, and other information deemed necessary by the Department of Education.

(10) COMMISSIONER OF EDUCATION AUTHORITY AND OBLIGATIONS.--

(a) The Commissioner of Education shall deny, suspend, or revoke a private school's participation in the scholarship program if it is determined that the private school has failed to comply with the provisions of this section. However, in instances in which the noncompliance is correctable within a reasonable amount of time and in which the health, safety, and welfare of the students are not threatened, the commissioner may issue a notice of noncompliance that shall provide the private school with a timeframe within which to provide evidence of compliance prior to taking action to suspend or revoke the private school's participation in the scholarship program.

(b) The commissioner's determination is subject to the following:

1. If the commissioner intends to deny, suspend, or revoke a private school's participation in the scholarship program, the Department of Education shall notify the private school of such proposed action in writing by certified mail and regular mail to

HB 7041

2006

1093 the private school's address of record with the Department of
 1094 Education. The notification shall include the reasons for the
 1095 proposed action and notice of the timelines and procedures set
 1096 forth in this paragraph.

1097 2. The private school that is adversely affected by the
 1098 proposed action shall have 15 days from receipt of the notice of
 1099 proposed action to file with the Department of Education's
 1100 agency clerk a request for a proceeding pursuant to ss. 120.569
 1101 and 120.57. If the private school is entitled to a hearing under
 1102 s. 120.57(1), the Department of Education shall forward the
 1103 request to the Division of Administrative Hearings.

1104 3. Upon receipt of a request referred pursuant to this
 1105 paragraph, the director of the Division of Administrative
 1106 Hearings shall expedite the hearing and assign an administrative
 1107 law judge who shall commence a hearing within 30 days after the
 1108 receipt of the formal written request by the division and enter
 1109 a recommended order within 30 days after the hearing or within
 1110 30 days after receipt of the hearing transcript, whichever is
 1111 later. Each party shall be allowed 10 days in which to submit
 1112 written exceptions to the recommended order. A final order shall
 1113 be entered by the agency within 30 days after the entry of a
 1114 recommended order. The provisions of this subparagraph may be
 1115 waived upon stipulation by all parties.

1116 (c) The commissioner may immediately suspend payment of
 1117 scholarship funds if it is determined that there is probable
 1118 cause to believe that there is:

1119 1. An imminent threat to the health, safety, and welfare
 1120 of the students; or

HB 7041

2006

1121 2. Fraudulent activity on the part of the private school.

1122

1123 The commissioner's order suspending payment pursuant to this
1124 paragraph may be appealed pursuant to the same procedures and
1125 timelines as the notice of proposed action set forth in
1126 paragraph (b).

1127 (11) SCHOLARSHIP AMOUNT AND PAYMENT.--

1128 (a) The amount of a scholarship provided to any student
1129 for any single school year by an eligible nonprofit scholarship-
1130 funding organization from eligible contributions shall not
1131 exceed the following annual limits:

1132 1. Three thousand seven hundred fifty dollars for a
1133 scholarship awarded to a student enrolled in an eligible private
1134 school.

1135 2. Five hundred dollars for a scholarship awarded to a
1136 student enrolled in a Florida public school that is located
1137 outside the district in which the student resides or in a lab
1138 school as defined in s. 1002.32.

1139 (b) Payment of the scholarship by the eligible nonprofit
1140 scholarship-funding organization shall be by individual warrant
1141 made payable to the student's parent. If the parent chooses for
1142 his or her child to attend an eligible private school, the
1143 warrant must be delivered by the eligible nonprofit scholarship-
1144 funding organization to the private school of the parent's
1145 choice, and the parent shall restrictively endorse the warrant to
1146 the private school. An eligible nonprofit scholarship-funding
1147 organization shall ensure that the parent to whom the warrant is

HB 7041

2006

1148 made restrictively endorsed the warrant to the private school for
1149 deposit into the account of the private school.

1150 (c) An eligible nonprofit scholarship-funding organization
1151 shall obtain verification from the private school of a student's
1152 continued attendance at the school prior to each scholarship
1153 payment.

1154 (d) Payment of the scholarship shall be made by the
1155 eligible nonprofit scholarship-funding organization no less
1156 frequently than on a quarterly basis.

1157 (12)(7) ADMINISTRATION; RULES.--

1158 (a) If the credit granted pursuant to this section is not
1159 fully used in any one year because of insufficient tax liability
1160 on the part of the corporation, the unused amount may be carried
1161 forward for a period not to exceed 3 years; however, any
1162 taxpayer that seeks to carry forward an unused amount of tax
1163 credit must submit an application for allocation of tax credits
1164 or carryforward credits as required in paragraph (d) in the year
1165 that the taxpayer intends to use the carryforward ~~carry forward~~.
1166 ~~The total amount of tax credits and carryforward of tax credits~~
1167 ~~granted each state fiscal year under this section is \$88~~
1168 ~~million.~~ This carryforward applies to all approved contributions
1169 made after January 1, 2002. A taxpayer may not convey, assign,
1170 or transfer the credit authorized by this section to another
1171 entity unless all of the assets of the taxpayer are conveyed,
1172 assigned, or transferred in the same transaction.

1173 (b) An application for a tax credit pursuant to this
1174 section shall be submitted to the department on forms
1175 established by rule of the department.

HB 7041

2006

1176 (c) The department and the Department of Education shall
1177 develop a cooperative agreement to assist in the administration
1178 of this section. ~~The Department of Education shall be~~
1179 ~~responsible for annually submitting, by March 15, to the~~
1180 ~~department a list of eligible nonprofit scholarship funding~~
1181 ~~organizations that meet the requirements of paragraph (2)(d) and~~
1182 ~~for monitoring eligibility of nonprofit scholarship funding~~
1183 ~~organizations that meet the requirements of paragraph (2)(d),~~
1184 ~~eligibility of nonpublic schools that meet the requirements of~~
1185 ~~paragraph (2)(e), and eligibility of expenditures under this~~
1186 ~~section as provided in subsection (4).~~

1187 (d) The department shall adopt rules necessary to
1188 administer this section, including rules establishing
1189 application forms and procedures and governing the allocation of
1190 tax credits and carryforward credits under this section on a
1191 first-come, first-served basis.

1192 (e) The State Board Department of Education shall adopt
1193 rules pursuant to ss. 120.536(1) and 120.54 ~~necessary to~~
1194 administer this section as it relates to the roles of the
1195 Department of Education and the Commissioner of Education
1196 ~~determine eligibility of nonprofit scholarship funding~~
1197 ~~organizations as defined in paragraph (2)(d) and according to~~
1198 ~~the provisions of subsection (4) and identify qualified students~~
1199 ~~as defined in paragraph (2)(e).~~

1200 (13)(8) DEPOSITS OF ELIGIBLE CONTRIBUTIONS.--All eligible
1201 contributions received by an eligible nonprofit scholarship-
1202 funding organization shall be deposited in a manner consistent
1203 with s. 17.57(2).

HB 7041

2006

1204 Section 3. Section 1002.421, Florida Statutes, is created
1205 to read:

1206 1002.421 Rights and obligations of private schools
1207 participating in state school choice scholarship programs.--

1208 (1) A Florida private school participating in the
1209 Corporate Income Tax Credit Scholarship Program established
1210 pursuant to s. 220.187 or an educational scholarship program
1211 established pursuant to this chapter must comply with all
1212 requirements of this section in addition to private school
1213 requirements outlined in s. 1002.42, specific requirements
1214 identified within respective scholarship program laws, and other
1215 provisions of Florida law that apply to private schools.

1216 (2) A private school participating in a scholarship
1217 program must be a Florida private school as defined in s.
1218 1002.01(2), must be registered in accordance with s. 1002.42,
1219 and must:

1220 (a) Comply with antidiscrimination provisions of 42 U.S.C.
1221 s. 2000d.

1222 (b) Notify the department of its intent to participate in
1223 a scholarship program.

1224 (c) Notify the department of any change in the school's
1225 name, school director, mailing address, or physical location
1226 within 15 days after the change.

1227 (d) Complete student enrollment and attendance
1228 verification requirements, including use of an on-line
1229 attendance verification form, prior to scholarship payment.

1230 (e) Annually complete and submit to the department a
1231 notarized scholarship compliance statement certifying that all

HB 7041

2006

1232 school employees and contracted personnel with direct student
 1233 contact have undergone background screening pursuant to s.
 1234 943.0542.

1235 (f) Demonstrate fiscal soundness and accountability by:
 1236 1. Being in operation for at least 3 school years or
 1237 obtaining a surety bond or letter of credit for the amount equal
 1238 to the scholarship funds for any quarter and filing the surety
 1239 bond or letter of credit with the department.

1240 2. Requiring the parent of each scholarship student to
 1241 personally restrictively endorse the scholarship warrant to the
 1242 school. The school may not act as attorney in fact for the
 1243 parent of a scholarship student under the authority of a power
 1244 of attorney executed by such parent, or under any other
 1245 authority, to endorse scholarship warrants on behalf of such
 1246 parent.

1247 (g) Meet applicable state and local health, safety, and
 1248 welfare laws, codes, and rules, including:

1249 1. Fire safety.
 1250 2. Building safety.

1251 (h) Employ or contract with teachers who hold
 1252 baccalaureate or higher degrees, have at least 3 years of
 1253 teaching experience in public or private schools, or have
 1254 special skills, knowledge, or expertise that qualifies them to
 1255 provide instruction in subjects taught.

1256 (i) Require each employee and contracted personnel with
 1257 direct student contact to undergo a state and national
 1258 background screening, pursuant to s. 943.0542, by electronically
 1259 filing with the Department of Law Enforcement a complete set of

HB 7041

2006

1260 fingerprints taken by an authorized law enforcement agency or an
1261 employee of the private school, a school district, or a private
1262 company who is trained to take fingerprints and to be denied
1263 employment or terminated if he or she fails to meet the
1264 screening standards under s. 435.04. Results of the screening
1265 shall be provided to the participating private school. For
1266 purposes of this paragraph:

1267 1. An "employee or contracted personnel with direct
1268 student contact" means any employee or contracted personnel who
1269 has unsupervised access to a scholarship student for whom the
1270 private school is responsible.

1271 2. The costs of fingerprinting and the background check
1272 shall not be borne by the state.

1273 3. Continued employment of an employee or contracted
1274 personnel after notification that he or she has failed the
1275 background screening under this paragraph shall cause a private
1276 school to be ineligible for participation in a scholarship
1277 program.

1278 4. An employee or contracted personnel holding a valid
1279 Florida teaching certificate who has been fingerprinted pursuant
1280 to s. 1012.32 shall not be required to comply with the
1281 provisions of this paragraph.

1282 (3)(a) Beginning July 1, 2007, all fingerprints submitted
1283 to the Department of Law Enforcement as required by this section
1284 shall be retained by the Department of Law Enforcement in a
1285 manner provided by rule and entered in the statewide automated
1286 fingerprint identification system authorized by s. 943.05(2)(b).
1287 Such fingerprints shall thereafter be available for all purposes

HB 7041

2006

1288 and uses authorized for arrest fingerprint cards entered in the
 1289 statewide automated fingerprint identification system pursuant
 1290 to s. 943.051.

1291 (b) Beginning July 1, 2007, the Department of Law
 1292 Enforcement shall search all arrest fingerprint cards received
 1293 under s. 943.051 against the fingerprints retained in the
 1294 statewide automated fingerprint identification system under
 1295 paragraph (a). Any arrest record that is identified with the
 1296 retained fingerprints of a person subject to the background
 1297 screening under this section shall be reported to the employing
 1298 school with which the person is affiliated. Each private school
 1299 participating in a scholarship program is required to
 1300 participate in this search process by informing the Department
 1301 of Law Enforcement of any change in the employment or
 1302 contractual status of its personnel whose fingerprints are
 1303 retained under paragraph (a). The Department of Law Enforcement
 1304 shall adopt a rule setting the amount of the annual fee to be
 1305 imposed upon each private school for performing these searches
 1306 and establishing the procedures for the retention of private
 1307 school employee and contracted personnel fingerprints and the
 1308 dissemination of search results. The fee may be borne by the
 1309 private school or the person fingerprinted.

1310 (c) Employees and contracted personnel whose fingerprints
 1311 are not retained by the Department of Law Enforcement under
 1312 paragraphs (a) and (b) are required to be refingerprinted and
 1313 must meet state and national background screening requirements
 1314 upon reemployment or reengagement to provide services in order
 1315 to comply with the requirements of this section.

HB 7041

2006

1316 (d) Every 5 years following employment or engagement to
 1317 provide services with a private school, employees or contracted
 1318 personnel required to be screened under this section must meet
 1319 screening standards under s. 435.04, at which time the private
 1320 school shall request the Department of Law Enforcement to
 1321 forward the fingerprints to the Federal Bureau of Investigation
 1322 for national processing. If the fingerprints of employees or
 1323 contracted personnel are not retained by the Department of Law
 1324 Enforcement under paragraph (a), employees and contracted
 1325 personnel must electronically file a complete set of
 1326 fingerprints with the Department of Law Enforcement. Upon
 1327 submission of fingerprints for this purpose, the private school
 1328 shall request that the Department of Law Enforcement forward the
 1329 fingerprints to the Federal Bureau of Investigation for national
 1330 processing, and the fingerprints shall be retained by the
 1331 Department of Law Enforcement under paragraph (a).

1332 (4) The inability of a private school to meet the
 1333 requirements of this section shall constitute a basis for the
 1334 ineligibility of the private school to participate in a
 1335 scholarship program as determined by the department.

1336 (5) The inclusion of eligible private schools within
 1337 options available to Florida public school students does not
 1338 expand the regulatory authority of the state, its officers, or
 1339 any school district to impose any additional regulation of
 1340 private schools beyond those reasonably necessary to enforce
 1341 requirements expressly set forth in this section.

1342 (6) The State Board of Education shall adopt rules
 1343 pursuant to ss. 120.536(1) and 120.54 to administer this

HB 7041

2006

1344 section.

1345 Section 4. This act shall take effect July 1, 2006.

HOUSE OF REPRESENTATIVES STAFF ANALYSIS

BILL #: HB 7087 PCB PKT 06-01 A++
 SPONSOR(S): PreK-12 Committee
 TIED BILLS: IDEN./SIM. BILLS:

REFERENCE	ACTION	ANALYST	STAFF DIRECTOR
Orig. Comm.: PreK-12 Committee	10 Y, 1 N	Beagle	Mizereck
1) _____	_____	_____	_____
2) _____	_____	_____	_____
3) _____	_____	_____	_____
4) _____	_____	_____	_____
5) _____	_____	_____	_____

SUMMARY ANALYSIS

HB 7087 (formerly PCB PKT 06-01) builds on the success of the original A+ legislation by enhancing educational accountability, instituting secondary school reform, and expanding support for reading, mathematics, and career education.

The bill makes substantial changes to education law. This analysis groups those changes in the following topic areas:

- Education Data and Accountability
- Standards and Performance Based Accountability
- Instructional Reforms
- Reading Initiatives
- Exceptional Students
- Teachers and Principals

The bill will have an indeterminate fiscal impact. Please see the FISCAL ANALYSIS section of the analysis.

FULL ANALYSIS

I. SUBSTANTIVE ANALYSIS

A. HOUSE PRINCIPLES ANALYSIS:

Provide Limited Government:

The bill grants authority to the Governor and Commissioner of Education to intervene in the operation of failing school districts. The bill establishes new educational programs and provides rule-making authority.

Safeguard Individual Liberty:

The bill creates educational programs that enable students to finish high school with marketable job skills and credentials, and better preparation for postsecondary education.

Promote Personal Responsibility:

The bill provides increased opportunities for teachers and principals to receive reading credentials and professional development. The bill requires school districts to adopt salary schedules that enable teachers and administrators to earn differentiated pay. The bill provides accountability for public and alternative schools. The bill requires actions to improve the performance of failing schools.

Empower Families:

The bill empowers parents to direct their child's education. Students are empowered to choose high school courses based on their interests and future goals, including courses related to workplace and postsecondary education.

B. EFFECT OF PROPOSED CHANGES:

Education Data and Accountability

Guiding Principles for Accountability System

Currently, the State Board of Education (SBE) is required to adopt guiding principles for establishing state and sector-specific standards and measures and to maintain an accountability system measuring student progress towards goals prescribed in statute.¹

The bill eliminates the requirement that the SBE adopt guiding principles, and instead outlines several guiding principles for state and sector-specific standards and measures for implementing the accountability system. The bill requires the Department of Education (DOE), rather than the SBE, to align the accountability system with specified student progress goals.

Education Data Quality Improvements

Currently, school districts and public postsecondary educational institutions are required to maintain information systems to provide the SBE and the Legislature with information and reports necessary to address the specifications of the accountability system.² Under Florida law, the Commissioner of Education (Commissioner) is responsible for assisting the SBE in enforcing school district compliance with the mission and goals of the seamless K-20 education system.³

The bill preserves the requirement that school districts and public postsecondary educational institutions maintain information systems for providing information and reports to the SBE and

¹ Section 1008.31(3), F.S.

² Id.

³ Section 1001.10, F.S.

Legislature, and applies these requirements to the Board of Governors of the State University System (BOG).

The bill designates the Commissioner as the sole custodian of the K-20 data warehouse and requires the Commissioner to manage the timeliness, quality, and availability of educational data necessary to implement performance accountability measures in compliance with state and federal law. The bill requires that data from state universities be integrated into the K-20 data warehouse, and grants the Commissioner unlimited access to such data for the purpose of assessing program effectiveness, student progress and outcomes, and for use in improving college readiness and articulation.

Division of Accountability Research and Measurement

Section 20.15(3), F.S. establishes the DOE and its divisions.

The bill establishes the Division of Accountability, Research, and Measurement as a new division within the DOE.

Public School Student Progression Data

District school boards are currently required to annually publish and report to the SBE certain student progression data. The bill requires DOE to establish a uniform format for the reporting of this information, with input from school districts, and also to compile such information and report it annually to the Governor, the President of the Senate, and the Speaker of the House of Representatives.

FCAT Student Achievement Reports

The bill requires that the DOE annually report specified longitudinal data relating to student performance on the FCAT, efforts to close the achievement gap, and performance on the norm-referenced component of the FCAT. Also, when available, the DOE may report any other student performance data based on national norm-referenced and criterion-referenced tests.

Standards and Performance Based Accountability

The Sunshine State Standards

The Sunshine State Standards (SSS) were approved by the SBE in 1996. The SSS establish the subject area content and skills that each student must learn at each grade-level. Subject areas covered by the SSS include language arts, mathematics, science, social studies, health, physical education, foreign languages, and the arts.

The SSS have not been formally revised since their adoption, although minor technical revisions were made in 1999. In an effort to more closely align Florida's standards, instructional materials, teacher certification requirements, and the FCAT, the DOE has developed a six year cycle for the review and revision of the SSS and all accompanying materials.⁴ The proposed review and revision cycle was approved by the SBE at its January 17, 2006 meeting.⁵ Initial review and revision of the SSS will occur during 2006-2010. The DOE estimates that the new review and revise cycle will be fully implemented by 2011.

⁴ Florida Department of Education, Memorandum from Cheri Yecke, Chancellor, K-12 Public Schools, *available at* http://info.fldoe.org/docushare/dsweb/Get/Document-3485/k12_06_05memo.pdf (Jan. 24, 2006).

⁵ Id.

Florida Sunshine State Standards Proposed Six-Year Review and Revise Cycle⁶

	Subject	Year of Review and Revision
Six Year Cycle	Reading, Language Arts, ESOL	2011
	Math	2012
	Science	2013
	Social Studies	2014
	Electives: Computer, Business, Tech, Industrial, Health, Foreign Languages, Physical Education, Family and Consumer Sciences, Humanities	2015
	Visual and Performing Arts	2016
	Same as above	2017-2022
Next Six Year Cycle	Same as above	2017-2022

The bill requires the SBE to periodically review each SSS subject area. Review teams for each subject area must include representatives from each other SSS subject area to facilitate integration of reading and math in the content areas and address individual learning styles and needs. The bill sets forth several criteria for reviewing the standards aimed at improving overall instruction.

The review schedule and an annual status report must be provided to the Governor, the President of the Senate, and the Speaker of the House of Representatives and must include a determination of the extent to which district school boards have provided a complete education program.

The bill also provides district school boards authority to adopt policies to provide a complete education program aligned to the subjects currently covered by the SSS. District adopted policies must reinforce the integration of reading, writing, and mathematics skills across all subjects, including career and technical education.

Assessment

The primary purpose of the FCAT is to assess benchmarks of student achievement in reading, writing, mathematics, and science as defined by the SSS.⁷ A secondary purpose is to compare the performance of Florida students to the reading and mathematics performance of students across the nation using a norm-referenced test.⁸

All students in grades 3-10 take the FCAT reading and mathematics tests in the spring of each year. All students in grades 4, 8, and 10 take FCAT writing. FCAT science was initially administered to all students in grades 5, 8, and 10. However, feedback from the FCAT Science Content Advisory Committee, the Science Performance Review Committee, the Florida Association of Science Supervisors, and the Florida Association of Science Teachers led DOE to administer the 2005 high school science assessment at Grade 11 rather than at Grade 10.⁹

6 Florida Department of Education, Memorandum from Cheri Yecke, Chancellor, K-12 Public Schools, available at http://info.fldoe.org/docushare/dsweb/Get/Document-3486/k12_06_05att1.pdf (Jan. 24, 2006).

7 Florida Department of Education, FCAT FAQs, available at <http://www.firn.edu/doe/sas/fcat/aboutfcat/english/faq1.html>.

8 Florida Department of Education, FCAT Main Page, available at <http://firn.edu/doe/sas/fcat.htm>.

9 Florida Department of Education, FCAT Update, available at <http://firn.edu/doe/sas/fcat/pdf/fcat-update-0904.pdf> (Oct., 2005).

The bill maintains the requirement that students in grades 3 through 10 take the FCAT reading and mathematics tests annually. The bill also provides that students will take FCAT science and writing at least once at the elementary, middle, and high school levels. The bill requires the Commissioner to document procedures ensuring that grade 10 FCAT retake tests are equal in difficulty to the version administered to students on their first attempt. The bill also authorizes the Commissioner to study the cost and student achievement impact of end of course assessments.

The bill specifies that school districts may require low performing students to attend extended day or summer remediation programs. School districts must provide opportunities for students to demonstrate an acceptable level competency on an alternative standardized test following enrollment in a summer remediation program.

Alternative Assessments for Grade 10 FCAT

Section 1008.22, F.S. requires the Commissioner to approve concordant scores on the SAT and ACT tests as alternative assessments for the grade 10 FCAT for students graduating in 2003-04. Students graduating in 2003-04 were eligible to use concordant scores on an alternative assessment to meet FCAT graduation requirements only after failing to pass the grade 10 FCAT three times, with an exception for students new to the Florida public school system in grade 12.¹⁰ Likewise, section 1008.221, F.S. contains an identical exception specifically for dependent children of military personnel.

Similarly, s.1008.301, F.S. requires the SBE to analyze the PSAT, PLAN, SAT and ACT to determine if concordant scores on the grade 10 FCAT can be established. SBE then has authority to adopt concordant scores as meeting FCAT graduation requirements. SBE utilized its discretionary authority to enable substitution of concordant SAT and ACT scores for the 2004-2005 school year. In 2004-2005, 546 students were awarded a standard high school diploma using concordant scores on the SAT or ACT to meet FCAT graduation requirements.¹¹ The concordant scores presently in effect are as follows:¹²

READING		MATH	
FCAT	300	FCAT	300
SAT	410	SAT	370
ACT	15	ACT	15

The bill makes permanent the SBE's authority to evaluate the PSAT, PLAN, SAT, ACT, College Placement Test, and any other widely used high school achievement tests to assess if concordant scores can be determined for use by students in satisfying grade 10 FCAT graduation requirements. Concordant scores identified by the SBE must then be adopted by the Commissioner. Sections 1008.221 and 1008.301, F.S. are repealed, eliminating duplicative statutory language on adoption of concordant scores.

Designation of School Grades

The bill changes terminology to reflect current usage by replacing "performance grade category" with "school grades."

Existing law provides that a school's grade is based on its current year performance and its annual learning gains.¹³ A school's grade is based on a combination of student achievement scores, student learning gains as measured by annual FCAT assessments in grades 3 through 10, and improvement of

¹⁰ Section 1008.22(9)(b), F.S.

¹¹ Correspondence from Linda Hewett, Florida Department of Education, Education Information Services, (Oct. 6, 2005).

¹² Florida Department of Education, Memorandum from Jim Warford, Chancellor, K-12 Public Schools, available at http://www.fldoe.org/news/2005/2005_05_16/AltAssessOpt10thGrFCAT.pdf (May 16, 2005).

¹³ Section 1008.34, F.S.

the lowest 25th percentile of students in the school. The bill codifies current practice that the measurement of the lowest 25th percentile in the school is only in FCAT Reading.

The bill allows alternative schools to choose to receive a school improvement rating in lieu of a school grade. The bill also requires that the achievement scores of certain students attending alternative schools be used only in the calculation of the alternative school's grade, unless the Commissioner determines that the home school and alternative school are cooperating in an effort to avoid the state accountability system. The achievement scores of students attending alternative schools that opt to receive a school improvement rating are included in the calculation of the home school's grade. This is intended to remove any incentive for assigning students to an alternative school to improve the overall performance of the home school.

School Improvement Ratings for Alternative Schools

The bill provides that alternative schools that provide dropout prevention and academic intervention services may choose to receive a school improvement rating in lieu of a school grade. School improvement ratings will be based on student assessment data for the current year compared to student performance for the previous year. Alternative schools may earn school improvement rating designations of "improving," "maintaining," or "declining," and those improving at least one level or maintaining an "improving" rating are eligible for school recognition awards.

The bill requires the Commissioner to prepare annual reports on the performance of alternative schools. The bill also requires a school report card containing data on student performance and an explanation of school performance as evaluated by federal law.¹⁴ The report card must be delivered to parents throughout each school district.

School Recognition Awards

The Florida School Recognition Program¹⁵ provides lottery-funded financial awards to public schools as a reward for performance. Schools that maintain a grade of "A" or improve one letter grade receive \$100 per student. In Fiscal Year 2004-05, schools received \$117.2 million in School Recognition funds. Funds may be used to reward faculty and staff, purchase educational equipment or materials, and hire temporary personnel. The school's staff and advisory council jointly determine the specific use of the funds. If no agreement is reached by November 1, the award is equally distributed to all classroom teachers currently teaching in the school.¹⁶

The bill increases the allowable uses of school recognition awards to include student incentives and bonuses to persons who worked at the school during the year of improved performance. The bill requires the annual school improvement plan developed by school staff and the school's advisory council to include a determination of how school recognition funds would be used, if received. If the plan does not include such a determination, the school shall not be eligible for the funds.

School Report Cards

Current law provides that school grades apply to each school's performance for the year in which performance is measured and that the designation be published annually by the DOE and the school district.¹⁷ Parents are entitled to an easy-to-read report card for the school in which their child is enrolled.¹⁸

¹⁴ As evaluated by the No Child Left Behind Act of 2001, 20 U.S.C. 6311.

¹⁵ Section 1008.36, F.S.

¹⁶ Id.

¹⁷ Section 1008.34(5), F.S.

¹⁸ Id.

The bill requires the DOE to annually develop a school report card, including information relating to the school's grade, the school's improvement, and an explanation of school performance as evaluated by federal law.¹⁹ The report card must be delivered to the parents throughout each school district and published annually on the DOE's website.

School Improvement Plans

Florida law requires each district school board to implement and maintain a system of school improvement and accountability. District school boards must approve a school improvement plan for each school designed to achieve state educational priorities, academic goals, budget implementation, instructional materials purchasing, implementation of student safety and discipline policies, facilities operations, and other areas as determined by the board.²⁰

The bill requires school districts to implement a system of school improvement that is aligned with the SSS and monitors students' proficiency on the SSS. Each school's student information system must support alignment to the SSS, monitoring of individual student progress, and enhanced instructional strategies, assessment, and professional development. The bill establishes more specific requirements for school improvement plans for schools graded "C" or below, and schools required to have a school improvement plan under federal law.

The bill requires school districts to publish reports containing information related to school improvement that are understandable, easy to read, and delivered via multiple media.

Educational Emergency

Under current Florida law, the Commissioner is responsible for implementing and maintaining the state system of school improvement and accountability.²¹ Pursuant to this authority, the DOE must assign a community assessment team to each school district with a school graded "D" or "F" that is responsible for making recommendations for school improvement based on an evaluation of past student performance, student needs, and past educational practices.²²

The bill authorizes the Commissioner to assign an assessment team and requires that each school district with a school graded "F" two consecutive years after a community assessment team delivers its school improvement recommendations be declared to be in a state of educational emergency. The bill provides that, once an emergency is declared, the Governor and Commissioner have emergency powers and oversight authority over school district operations. As part of this process, an educational emergency board may be established to oversee the operations of the district school board and to make recommendations for improving district operations. The community assessment team serves in an advisory capacity to the emergency board. Upon receipt of the emergency board's recommendations, the Governor, Commissioner and SBE must require the district school board to develop an action plan for ending the educational emergency. State of emergency status may be terminated by the Governor and Commissioner upon determination that the conditions leading to the declaration of educational emergency have ceased to exist.

No Child Left Behind Act of 2001 State Plans

Title I of the No Child Left Behind Act (NCLB) makes federal grant money available to state and local education agencies.²³ States seeking Title I funds must submit a NCLB implementation plan to the U.S. Department of Education.²⁴

¹⁹ The No Child Left Behind Act of 2001.

²⁰ Section 1001.42(16), F.S.

²¹ Section 1008.345, F.S.

²² Section 1008.345(6)(d), F.S.

²³ Title I of the No Child Left Behind Act of 2001.

The bill requires that the SBE and the Commissioner seek public input and secure legislative review of the proposed state plan for NCLB implementation. Additionally, the bill authorizes the Legislative Budget Commission to review the proposed state plans of the SBE and Commissioner.

Instructional Reforms

K-20 Mission

Florida law declares that the mission of the K-20 education system is to provide students the opportunity to expand their knowledge and skills through adequate learning opportunities.²⁵ The bill amends the K-20 mission statement to state that students be provided high-quality, rigorous, and relevant learning opportunities.

Secondary School Reform

Secondary school reform is part of an effort to ensure that every student progresses to the next educational level based on proficiency. Student proficiency in reading declines after fourth grade. Student proficiency in mathematics declines to its lowest point in sixth grade, then climbs upward to tenth grade. Additionally, Florida's ninth grade retention rate increased from 37,529 students retained in 1998-1999 to 52,355 students retained in 2003-2004.²⁶ Large numbers of students continue to need remediation at the postsecondary level. Action must be taken to provide a high school credential that better prepares students to enter postsecondary education and the workplace.

The bill provides the intent of the Legislature that students promoted from eighth grade have the skills for success in high school, and that students graduating from high school have the skills they need for success in the workplace and postsecondary education. The bill specifies several guiding principles for secondary school reform focused on providing support for student learning, support and training to enable teachers to meet student needs, and curricula that prepare students for the workplace and postsecondary education.

The bill requires school districts to adopt policies based on these guiding principles. School district policies must be submitted to the SBE for approval and must address procedures and programs in secondary schools. Likewise, the bill assigns the DOE several responsibilities to support districts' successful implementation of secondary reform.

The bill requires the Commissioner to create the Secondary School Improvement Award Program to reward public secondary schools based on student academic achievement and learning gains in reading and mathematics.

The bill repeals the Middle Grades Reform Act, which includes the Rigorous Reading Requirement and the Personalized Middle School Success Plan.

Middle Grades Promotion Requirements

The middle grades in Florida comprise grades 6, 7, and 8. Currently, Florida serves approximately 611,750 students in the middle grades, in 484 schools with traditional middle school or junior high grade configurations, as well as in a number of other types of schools, such as K-8 schools.²⁷

24 Id.

25 Section 1000.03(4), F.S.

26 Data provided by the Florida Department of Education.

27 Florida Department of Education. Statistical Brief, Bureau of Education and Accountability Services, Membership in Florida's Public Schools Fall 2005, Available at <http://www.firn.edu/doe/eias/eiaspubs/pdf/pk-12mbrship.pdf>

While national and state student achievement data demonstrate that Florida's elementary students are making progress, FCAT data in reading indicate that performance begins to decline in grade five, decreasing each year through grade nine. Florida's gain in fourth-grade reading on the National Assessment of Educational Progress (NAEP) from 1998 to 2005 (from 206 to 219) was three times the national gain. In contrast, 2005 NAEP scores for Florida's eighth-graders (256) were a slight increase from the 1998 score (255), but a decline from the 2002 score (261).²⁸

In 2004, the Legislature passed the Middle Grades Reform Act²⁹, which required the DOE to establish a Middle Grades Reform Task Force to make recommendations for further middle school reforms. The Task Force completed their work in February 2005, and this bill implements several of their recommendations.

Currently, there is no statewide requirement for middle grades promotion. Student progression in the middle grades is determined by school districts in their student progression plans. A task force review of the student progression plans of Florida's larger districts found that most require a minimum number of credits in core academic areas (language arts, mathematics, science, and social studies).³⁰

The bill repeals the Middle Grades Reform Act and creates a new section of law containing statewide standards for promotion from middle school to high school, beginning with students entering grade six in 2006-2007. The bill requires students to complete three middle school or higher year-long courses each in English, mathematics, social studies, and science, and one half-year course in career exploration and educational planning. Schools must offer one high school level mathematics course for which a student may earn high school credit. The bill applies the promotion standards to students in grades 6, 7, or 8 who are not enrolled in schools with a grade 6 through 8 middle school configuration.

High School Reform

Current Florida law provides the general requirements for high school graduation.³¹ Students must complete an International Baccalaureate curriculum or obtain 24 credits, distributed as follows:

- Four credits in English/language arts.
- Three credits each in math and science.
- One credit each in American history and world history.
- One-half credit in economics.
- One-half credit in American government
- One credit in practical arts or exploratory career education, or one credit in fine or performing arts or one-half credit in each.
- One credit in physical education.
- One-half credit in life management skills.
- Eight and one-half elective credits.

The bill establishes revised high school graduation requirements. The bill adds completion of an Advanced International Certificate of Education curriculum and maintains the requirement that students who are not participating in the accelerated high school graduation options earn 24 credits for graduation. Required credits are as follows.

Fourteen credits in core courses:

²⁸National Assessment of Educational Progress, The Nation's Report Card, by U.S. Department of Education, National Center for Education Statistics available at <http://nces.ed.gov/nationsreportcard/states/profile.asp>.

²⁹ Section 1003.415, F.S.

³⁰ Florida Middle Grades Reform Task Force, Report and Recommendations, February 18, 2005. Available at <http://www.flmiddlegradesreform.com/pdf/recommendations-feb18.pdf>.

³¹ Section 1003.43, F.S.

- Four credits each in English and mathematics.
- Three credits each in science and social studies.

Ten credits in majors, minors, and electives:

- Four credits in a major area of study selected by the student. School districts submit lists of majors for approval by the Commissioner. Once approved, these majors are available for use by all school districts.
- Six credits which may be used for another major, a three credit minor, electives, credit recovery, or intensive reading or math courses. Credit recovery allows students to simultaneously earn elective credit and credit for the course being recovered.

Secondary School Reading and Mathematics Intervention Courses

According to FCAT data from 2005, 37% to 68% of students in grades 6 through 10 are scoring below grade level in reading or math.

Grades 6-10: 2005 FCAT Reading Scores by Level³²

Grade	Students (Number)	Percent of Students by Achievement Level					Achievement Level 3 or Greater		Achievement Level Less Than 3	
		1	2	3	4	5	#	%	#	%
6	201,609	25	20	31	19	5	112,901	56	88,708	44
7	202,520	27	21	30	17	5	107,336	53	95,184	47
8	201,758	27	30	30	12	2	88,774	44	112,984	56
9	214,984	35	28	21	19	6	77,394	36	137,590	64
10	179,354	39	29	17	7	8	57,393	32	121,961	68

Grades 6-10: 2005 FCAT Mathematics Scores by Level³³

Grade	Students (Number)	Percent of Students by Achievement Level					Achievement Level 3 or Greater		Achievement Level Less Than 3	
		1	2	3	4	5	#	%	#	%
6	201,550	31	22	26	15	6	94,729	47	106,822	53
7	202,361	26	22	28	17	8	107,251	53	95,110	47
8	201,488	21	20	32	15	11	118,878	59	82,610	41
9	214,360	20	21	30	20	9	126,472	59	87,888	41
10	178,530	15	22	27	28	8	112,474	63	66,056	37

Fifty-eight percent to sixty-nine percent of middle school and high school students require intensive intervention in reading or math. Approximately 35% of students in those grades require intervention in both reading and math.

Grades 6-10: Students Requiring Remediation in Reading, Math, or Both³⁴

Test Grade Level	Number of Unduplicated Matched	Achievement Level 1 or 2
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³² Data provided by the Florida Department of Education.

³³ Id.

³⁴ Data provided by the Florida Department of Education.

	Students*		
06	201,437	120,974	60%
07	202,471	117,014	58%
08	202,104	122,894	61%
09	215,791	143,236	66%
10	180,102	125,091	69%

* This is the unduplicated matched count of students that took a Reading -or- a Math test. Some students do not take both.

Grades 6-10: Students Requiring Remediation in Both Reading and Math³⁵

Test Grade Level	Number of Unduplicated Matched Students*	Achievement Level 1 or 2	
06	200,158	74,668	37%
07	200,920	73,437	37%
08	199,819	72,892	36%
09	211,997	81,265	38%
10	176,471	61,764	35%

* This is the unduplicated matched count of students that took a Reading -or- a Math test. Some students do not take both.

The bill requires middle and high school students who score at Level 1 on FCAT reading to complete an intensive reading course the following year. Students scoring Level 2 on FCAT reading may be placed, based on a diagnosis of reading needs, in an intensive reading or content area course taught by a teacher trained in applying scientifically based reading strategies.

The bill also requires students scoring at Level 1 on FCAT math to complete an intensive math course.

High School and Middle School Grading Scale

The bill amends the existing high school grading scale to create a common grading system for grades 6 through 12. This grading system enables greater continuity between the middle grades and high school.

Career and Professional Academies

Career education is critically important to Florida's students and to Florida's economic development. Of every ten 9th graders, three students drop out (30%); three do not pursue additional education (30%); and four (40%) attend college.³⁶

Currently, school districts may establish career education programs including career academies, career institutes, sequential courses and industry certification programs, as well as career education courses that are general in nature and explore various occupations. Section 1003.431, F.S., provides that a career education certification may be placed on a student's diploma. The certification is designed to indicate that a student is prepared for both postsecondary education without the need for remediation and that the student has marketable employment skills. The State Board of Education (SBE) was given authority to adopt rules for a standard format for the career education certification. Currently, the SBE

³⁵ Id.

³⁶ Career and Professional Education: Preparing Florida's Students for the Knowledge Economy, Council for Education Policy, Research and Improvement (CEPRI), September 2004.

has not adopted rules for career education certification and no school districts have placed the career education certification on high school diplomas.

Industry certification is an industry-based series of competencies needed to work successfully in a career area. The industry oversees the process and assures continued compliance with industry requirements for recertification at regular intervals. As of 2004, Florida school districts were offering 132 secondary programs that were industry-certified.

The bill defines "career and professional academy" (CAP academy) as a research based program that integrates a rigorous academic curriculum with an industry-driven career curriculum offered by public schools, public school districts, or the Florida Virtual School. Career and professional academies may be offered as a school-within-a school career academy or a total school configuration providing multiple academies. Students who complete the program will receive a standard high school diploma, the highest available industry certification and postsecondary credit if the academy partners with a postsecondary institution.

The goals of a career and professional academy are to increase student academic achievement and graduation rates, provide creative and applied majors, focus on career preparation and work ethics, promote postsecondary credit while in high school, and meet industry needs for skilled employees.

The bill establishes requirements for each career and professional academy in the areas of curriculum, partnerships, student advisement and parent participation, focus on high growth/high demand/high pay careers, and an evaluation plan.

Florida Ready to Work Certification Program

The bill establishes the Florida Ready to Work Certification Program, which offers students in career and technical education programs the opportunity to earn a Ready to Work Certificate based on assessment and instruction in workplace skills related to a specific career area.

Dependent Children of Active Duty Military Admission Preference

Florida law requires that dependent children of active duty military personnel who meet the eligibility criteria for special academic programs offered through public schools be given first preference for admission to such programs.³⁷ The preference is available even if the program is being offered through a public school other than the school to which the student would generally be assigned and even if the school at which the program is being offered has reached its maximum enrollment. Special academic programs are defined to include charter schools, magnet schools, advanced studies programs, advanced placement, dual enrollment, and International Baccalaureate.

The bill eliminates the requirement that preference be given to military-dependent students if the school has reached maximum enrollment. The bill removes charter schools from the definition of special academic programs and adds the Advanced International Certificate of Education.

School Start Date

Currently, Florida law grants authority to district school boards to establish an annual instructional calendar for all schools in the district.³⁸ School year start and end dates vary across school districts, including several schools that operate on modified, year-round, or extended year calendars.³⁹

The bill specifies that district school boards may not adopt a school year start date earlier than 7 days prior to Labor Day each year.

³⁷ Section 1003.05, F.S.

³⁸ Section 1001.42(4)(f), F.S.

³⁹ Florida Department of Education, Bureau of Education Information and Accountability Services, Statistical Brief: School District Calendars 2005-2006 *available at* <http://www.firn.edu/doe/eias/eiaspubs/pdf/calendar.pdf>.

Reading Initiatives

Just Read, Florida! Office

Governor Bush launched the “Just Read, Florida!” initiative in 2001, with the goal of every student reading at or above grade level by 2012. The “Just Read, Florida!” Office was established in the DOE to support the initiative. The office currently provides training and professional development for educators and school staff, reading coaches for schools, workshops for parents and other reading instruction resources.

The bill codifies the Just Read, Florida! Office and provides duties.

Research-Based Reading Instruction Allocation

In addition to the base funding allocation, the FEFP includes a number of allocations for specific programs; examples include the Safe Schools allocation and the Supplemental Academic Instruction allocation.⁴⁰ There is no current statutory requirement for a specific reading instruction allocation as part of the FEFP.

The bill establishes the Research-Based Reading Instruction Allocation as part of the FEFP. The bill requires school districts to submit by May 1, of each year in a format prescribed by the DOE, a plan for the use of the Research-Based Reading Allocation. The Just Read, Florida! Office will review and approve the plans prior to the release of the school district’s allocated funds no later than July 1. School district plans will be deemed approved unless the DOE rejects the plan by June 1. The school district may appeal to the SBE if a school district and the Just Read, Florida! Office cannot reach agreement on the plan. The bill allows high performing school districts considerable flexibility in designing plans.

The DOE is authorized to withhold funds if it determines a district has used any reading allocation funds on anything other than implementation of the reading plan.

Exceptional Students

Speech and Language Pathology Services

Section 1003.01(3)(b), F.S., defines the term “special education services” to mean specially designed instruction and such related services as are needed for an exceptional student to benefit from education. The bill adds speech and language pathology services to this list.

Out of State Special Needs Students in Florida Residential Facilities

In October 2003, the Office of Program Policy Analysis and Government Accountability (OPPAGA)⁴¹ reviewed the number of out-of-state children living in Florida private residential care facilities and the state’s cost of providing ESE services to these children. OPPAGA identified 417 ESE students in private residential facilities, 90 of whom were residents of other states and had been placed in Florida facilities by agencies and school districts from other states and parents in their home state. OPPAGA determined that Florida could avoid \$1.5 million annually in ESE costs for these students.

The bill provides that an exceptional student with a disability who resides in a residential facility and receives special instruction or services is considered a resident of the state in which the parent is a resident. The bill prohibits school districts from reporting these students for FTE funding in the FEFP.

⁴⁰ Section 1011.62, F.S.

⁴¹ OPPAGA, Special Review, Report #03-58, October 2003

The bill requires the parent's state of residence or the student's parent to pay the cost of the nonresident student's instruction, facilities, and services received in Florida. Under the provisions of this bill, the residential facility, not the school district, is responsible for billing and collecting the out-of-state student's education and related services from the parent's state of residence.

Individual Education Plan

While current law requires that an individual education plan (IEP) include certain information,⁴² there is no required uniform IEP format.

The bill requires the DOE to coordinate the development of a uniform IEP form to be made available to all school districts in the state for developing, implementing, and transferring IEPs for exceptional students. The bill also requires that the uniform IEP form be available electronically and contain notice to parents of available testing accommodations.

Teachers and Principals

Differentiated Pay

Current law provides for the compensation and salary schedules of public school personnel and sets forth requirements that the district school board must abide by in the determination and the development of the salary schedule.⁴³ Current law requires that the district school board adopt a performance-pay policy which is subject to negotiation for school administrators and instructional personnel.⁴⁴

The bill requires that, beginning in the 2007-2008 academic year, each district school board must adopt a differentiated pay policy for school administrators and instructional personnel. The adopted salary schedules must allow school administrators and instructional personnel to receive differentiated pay based upon a number of district-determined factors, including, but not limited to additional responsibilities, school demographics, level of job performance difficulties, and critical shortage areas.

The bill requires school district salary schedules to be consistent with the district's performance pay policy by the 2006-2007 academic year, and with differentiated pay by the 2007-2008 academic year.

The bill requires the DOE to provide electronic links to the negotiated collective bargaining contract for the school district and the salary and benefits for any education association personnel paid by the school district.

Professional Certificates for Nondegreed Career Education Instructors

Florida law grants the SBE authority to designate subject area certifications and certification requirements for all school-based personnel.⁴⁵ The bill requires the SBE to adopt rules that allow part-time and full-time nondegreed career education instructors the ability to earn a reading credential equivalent to a reading endorsement.

Instructional Materials Professional Development

Section 1011.67, F.S. describes the budget allocation for instructional materials. The bill adds a requirement that annually, prior to the release of instructional materials funds, each district school superintendent must certify to the Commissioner that the district school board has approved a staff development plan. The plan must provide comprehensive staff development for teachers in the use of instructional materials in the first 2 years of the adoption cycle that the district intends to purchase. The

⁴² <http://www.ed.gov/parents/needs/speced/iepguide/index.html>.

⁴³ Section 1012.22(1)(c), F.S.

⁴⁴ Id.

⁴⁵ Section 1001.03, F.S.

plan must provide for training for each teacher who will use the materials, provide inservice credit, and document satisfactory completion by each teacher.

Student Discipline and School Principals

School principals are currently required to take certain actions to address serious disciplinary violations committed by students⁴⁶ and to protect students who are victims of violent crimes perpetrated by another student.⁴⁷ The bill provides that a school principal who fails to uphold these duties is ineligible to receive performance pay incentives and differentiated pay.

Corrective Actions for Low Performing Staff

Under current Florida law, the SBE is authorized to recommend several courses of action that district school boards can employ to ensure that students in "F" schools are academically well-served.⁴⁸

The bill grants the SBE authority to recommend that a district school board authorize the principal of an "F" school to take corrective action towards low performing teachers and staff.

Assignment of Teachers

There is a disparity in the qualifications of teachers assigned to teach in a school with a grade of "A" versus those that are assigned to teach in a school with a grade of "F." This disparity can be found in the average years of experience, number of out-of field teachers, median salary, and teacher performance on certification examinations.

The bill prohibits school districts from assigning a higher percentage than the school district average of first-time teachers, temporarily certified teachers, teachers in need of improvement, or out-of-field teachers to schools that are graded "D" or "F" or schools with above school district average minority and economically disadvantaged students. Each school district must certify to the Commissioner that it has met its duty to assign teachers equitably. The Commissioner must then notify the SBE if a school district is found to have a disparate distribution of teachers and the SBE may then exercise its power to enforce school district compliance.

American Sign Language Certification

Florida law grants the SBE authority to adopt rules establishing the requirements for licensing and certification of American Sign Language (ASL) teachers.⁴⁹ ASL teachers must be certified by the DOE by January 1, 2008 and must also obtain certification from the Florida American Sign language Teachers Association (FASLTA). ASL certification currently requires a bachelor's degree with certification in an academic class coverage and either completion of specified coursework or a certificate from the American Sign Language Teachers Organization.⁵⁰

The bill extends the required certification date to July 1, 2009 and eliminates the requirement that ASL teachers obtain current FASLTA certification by January 1, 2006. FASLTA certification is also eliminated as an alternative certification track.

William Cecil Golden Professional Development Program for School Leaders

A growing body of evidence indicates the impact school leaders have on school improvement and student achievement. With the repeal of the Management Training Act in 2000, which included 19 competencies for school principals, the DOE and the SBE began the process of developing and

46 Section 1006.09, F.S.

47 Section 1006.13, F.S.

48 Section 1008.33(2), F.S.

49 Section 1007.2615, F.S.

50 See State Board of Education Rule 6A-4.02431 available at <http://www.firm.edu/doe/rules/6a-46.htm#6A-4.02431>.

establishing new standards, competencies and policies for school principal selection, training, and certification. The new standards, which were approved by the SBE on April 19, 2005, focus on instructional leadership, using data for effective decision making, and key indicators for high performing principals.

The bill establishes the William Cecil Golden Professional Development Program for School Leaders, a comprehensive, competency-based, statewide professional development program, administered by the DOE. The program must offer individuals the opportunity to obtain a leadership designation based on criteria developed by the DOE, with an emphasis on student learning gains, especially in high schools.

C. SECTION DIRECTORY:

Section 1. Amends s. 11.90, F.S.; authorizing the Legislative Budget Commission to review a state plan to implement federal requirements.

Section 2. Amends s. 20.15, F.S.; establishing the Division of Accountability, Research, and Measurement in the Department of Education.

Section 3. Amends s. 1000.03, F.S.; revising the mission of the state's K-20 education system.

Section 4. Repeals s. 1000.041, F.S.; to conform provisions relating to the 2005 repeal of the BEST Florida Teaching salary career ladder program.

Section 5. Amends s. 1001.02, F.S.; requiring legislative review of a revised state plan to implement certain federal requirements.

Section 6. Amends s. 1001.03, F.S.; requiring periodic review of Sunshine State Standards subject areas and an annual status report; requiring rules to earn a reading credential equivalent; requiring the maintenance of a uniform school district personnel classification system.

Section 7. Amends s. 1001.10, F.S.; requiring legislative review of a revised state plan to implement certain federal requirements.

Section 8. Creates s. 1001.215, F.S.; creating the Just Read, Florida! Office in the Department of Education; providing duties.

Section 9. Amends s. 1001.33, F.S.; conforming provisions relating to the 2005 repeal of the BEST Florida Teaching Salary Career ladder program.

Section 10. Amends s. 1001.41, F.S.; requiring district school boards to adopt standards and policies to provide each student a complete education program.

Section 11. Amends s. 1001.42, F.S.; providing a district school board requirement relating to the opening date of the school year; conforming provisions relating to the 2005 repealing of the BEST Florida salary career ladder program; providing requirements for each school district's system of school improvement and student progression; revising requirements for school improvement plans; requiring alignment with the Sunshine State Standards; revising format and content of public disclosure reports; conforming provisions relating to deletion of a rigorous reading requirement and the designation of school grades.

Section 12. Repeals s. 1001.51(24), F.S.; conforming provisions relating to the 2005 repeal of the BEST Florida Teaching salary career ladder program.

Section 13. Amends s. 1001.54, F.S.; revising provisions relating to duties of school principals.

Section 14. Amends s. 1002.38, F.S.; relating to the Opportunity Scholarship Program; conforming provisions relating to the designation of school grades.

Section 15. Amends s. 1003.01, F.S.; revising definition of the term "special education services".

Section 16. Amends s. 1003.05, F.S.; deleting the requirement that certain children receive preference for admission to special academic programs even if maximum enrollment has been reached; revising programs defined as "special academic programs" for purposes of such preference.

Section 17. Creates s. 1003.413, F.S., relating to secondary school reform; providing intent and guiding principles; requiring district school boards to establish policies to implement requirements for middle grades promotion, revised requirements for high school graduation, and requirements for career and professional academies; requiring policy approval and department support for implementation; directing the Commissioner of Education to create and implement the Secondary School Improvement Award Program.

Section 18. Repeals s. 1003.415, F.S., the Middle Grades Reform Act.

Section 19. Creates s. 1003.4156, F.S.; providing general course requirements for middle grades promotion; requiring intensive reading and mathematics courses in certain circumstances; authorizing rulemaking and enforcement.

Section 20. Amends s. 1003.42, F.S.; providing for required instruction for middle grades promotion.

Section 21. Creates s. 1003.428, F.S.; establishing revised general requirements for high school graduation; providing applicability beginning with 2007-2008 first-year high school students; requiring completion of specified credits or a specified curriculum; requiring strategies for exceptional students to meet graduation requirements; requiring standards for graduation; requiring rules for test accommodations and modifications in certain cases; providing requirements for standard diplomas and certificates of completion with exceptions; authorizing rulemaking and enforcement.

Section 22. Amends s. 1003.437, F.S.; including middle grades in the uniform grading system.

Section 23. Repeals s. 1003.492(3) and (4), F.S.; relating to department studies of student performance in industry-certified career education programs.

Section 24. Creates s. 1003.493, F.S.; defining career and professional academies and specifying goals of the academies; providing requirements of academies relating to curriculum, partnerships, instruction, career education certification, and evaluation.

Section 25. Amends s. 1003.57, F.S.; providing guidelines for determining the residency of a student who receives instruction as an exceptional student with a disability; requiring the student's placing authority or parent to pay the cost of such instruction, facilities, and services; providing responsibilities of the department; providing responsibilities of residential facilities that educate exceptional students with disabilities; providing applicability.

Section 26. Creates s. 1003.576, F.S.; requiring the department to develop an individual education plan form for use in developing and implementing individual education plans for exceptional students; requiring school districts to use the form.

Section 27. Amends s. 1003.58, F.S.; correcting a cross-reference.

Section 28. Amends s. 1003.62, F.S.; conforming provisions relating to the designation of school grades and differentiated pay for school administrators and instructional personnel.

Section 29. Creates s. 1004.99, F.S., the Florida Ready to Work Certification Program to enhance student workplace skills; providing for program implementation and requirements; authorizing rulemaking.

Section 30. Amends s. 1006.09, F.S.; conforming provisions relating to differentiated pay.

Section 31. Amends s. 1007.2615, F.S.; revising provisions for certification of American Sign Language teachers.

Section 32. Amends s. 1008.22, F.S.; specifying FCAT grade level and subject area testing requirements; requiring documentation of procedures that ensure test difficulty under certain circumstances; requiring certain opportunities for demonstrating student performance; requiring the Commissioner of Education to adopt scores concordant to FCAT scores required for high school graduation; providing that such scores satisfy requirements for a diploma; clarifying eligibility to use such scores; requiring an annual report on student performance.

Section 33. Repeals s. 1008.221, F.S.; relating to alternative assessments for dependent children of military personnel, to conform.

Section 34. Amends s. 1008.25, F.S.; authorizing district school boards to require low-performing students to attend remediation programs outside of regular school hours or during the summer; requiring the department to establish a uniform format for reporting information relating to student progression; requiring an annual report.

Section 35. Repeals s. 1008.301, F.S., relating to a concordance study of FCAT equivalencies for high school graduation.

Section 36. Amends s. 1008.31, F.S.; revising intent, goals, and measures of the K-20 performance accountability system and requiring data quality improvements; requiring adoption of rules.

Section 37. Amends s. 1008.33, F.S.; conforming a cross-reference and provisions relating to the designation of school grades; authorizing principals to recommend corrective actions for low-performing faculty and staff at "F" graded schools and publication of a school's grade.

Section 38. Amends s. 1008.34, F.S.; revising terminology and provisions relating to designation and determination of school grades; providing for school grading for alternative schools and specifying requirements related thereto; defining the term "home school" for purposes of assessment; requiring an annual school report card to be published by the department and distributed by school districts.

Section 39. Creates s. 1008.341, F.S.; providing for school improvement ratings for certain alternative schools; providing the basis for such ratings and requiring annual performance reports; providing for determination of school improvement ratings, identification of student learning gains, and eligibility for school recognition awards; requiring the development and distribution of an annual school report card; authorizing adoption of rules.

Section 40. Amends s. 1008.345, F.S.; conforming a cross-reference and provisions relating to the designation of school grades; providing conditions for determination of a school district in a state of educational emergency; providing procedures to resolve the educational emergency, including state assistance; authorizing establishment of an educational emergency board and providing duties thereof; providing for an action plan to implement recommendations.

Section 41. Amends s. 1008.36, F.S.; authorizing certain alternative schools to participate in the Florida School Recognition Program; modifying procedures for determination and use of school recognition awards.

Section 42. Amends s. 1011.62, F.S.; providing FTE funding for juveniles enrolled in specified education programs; conforming cross-references and provisions relating to the designation of school grades; establishing a research-based reading instruction allocation to provide funds for a comprehensive reading instruction system; requiring school district plans for use of the allocation and approval thereof; including the allocation in the total amount allocated to each school district for current operation.

Section 43. Amends s. 1011.64, F.S.; conforming terminology and a cross-reference.

Section 44. Amends s. 1011.67, F.S.; requiring district school board approval of a staff development plan relating to use of instructional materials.

Section 45. Amends s. 1011.685, F.S.; conforming provisions relating to the 2005 repeal of the BEST Florida Teaching salary career ladder program and implementation of differentiated pay.

Section 46. Amends s. 1011.71, F.S.; correcting a cross-reference.

Section 47. Amends s. 1012.21, F.S.; requiring department reporting relating to school district collectively bargained contracts and the salary and benefits of certain personnel.

Section 48. Amends s. 1012.22, F.S.; requiring each district school board to adopt a salary schedule with differentiated pay for instructional personnel and school-based administrators beginning with the 2007-2008 academic year.

Section 49. Creates s. 1012.2315, F.S.; providing school district requirements for the assignment of teachers and providing procedures for noncompliance.

Section 50. Amends s. 1012.27, F.S.; conforming provisions relating to the 2005 repeal of the BEST Florida Teaching salary career ladder program and implementation of differentiated pay.

Section 51. Amends s. 1012.28, F.S.; conforming provisions relating to differentiated pay.

Section 52. Amends s. 1012.34, F.S.; conforming provisions relating to deletion of a rigorous reading requirement.

Section 53. Amends s. 1012.56, F.S.; encouraging school districts to provide mechanisms for teachers to obtain subject area coverage for middle grades.

Section 54. Creates s. 1012.986, F.S.; establishing the William Cecil Golden Professional Development Program for School Leaders; defining the term "school leader"; providing for school leader designations; providing program requirements and delivery systems; requiring adoption of rules.

Section 55. Repeals s. 1012.987, F.S., which requires the State Board of Education to adopt rules through which school principals may earn a leadership designation.

Section 56. Provides an effective date upon becoming a law.

II. FISCAL ANALYSIS & ECONOMIC IMPACT STATEMENT

A. FISCAL IMPACT ON STATE GOVERNMENT:

1. Revenues:

This bill does not appear to have a fiscal impact on state government revenues.

2. Expenditures:

The fiscal impact on state government expenditures is indeterminate. Please see FISCAL COMMENTS.

B. FISCAL IMPACT ON LOCAL GOVERNMENTS:

1. Revenues:

This bill does not appear to have a fiscal impact on local government revenues.

2. Expenditures:

This bill does not appear to have a fiscal impact on local government expenditures.

C. DIRECT ECONOMIC IMPACT ON PRIVATE SECTOR:

This bill does not appear to have a fiscal impact on the private sector.

D. FISCAL COMMENTS:

STATE IMPACT:

Exceptional Student Education: The bill requires the DOE to develop a process for mandatory school district reviews of the residency of each exceptional student who lives in a Florida residential facility, prior to the provision of services. The additional procedures required for determination of a student's residency should have a minimal fiscal impact and OPPAGA has estimated a cost savings of \$1.5 million annually (Report No. 03-58).

Secondary reform: In the long term, the state should benefit economically from increased graduation rates and the improved preparation of students for entry into the workforce and/or postsecondary education.

Reading: The bill establishes the research-based reading allocation and its calculation. Each district receives \$50,000 and the remaining funds are allocated on each district's share of K-12 base funding. The 2005-2006 General Appropriations Act (GAA) provided \$89 million for the Reading Instruction Allocation. These funds are used to support district K-12 comprehensive reading plans, including intensive intervention, professional development, and summer academies. The Governor's budget request includes \$111.8 million for the Allocation for 2006-2007.

The bill establishes the Just Read, Florida! Office. The 2005-2006 GAA provided \$10 million for the office and its initiatives. The Governor's budget request includes \$18.5 million for 2006-2007.

The GAA also provides spending authority for federal reading funds, administered by the Just Read Office. The 2005-2006 GAA provided \$58 million in spending authority for these funds, and the Governor's 2006-2007 request continues that amount.

Ready to Work: The bill creates the Ready to Work Certification Program. The Governor's legislative budget request includes \$50 million to be expended over the next three years for the program; \$39 million would be administered by the DOE; \$11 million would be administered by the Agency for Workforce Innovation.

Educational emergency: Minimal costs could be incurred by the Executive Office of the Governor and the DOE in the event a district is identified as reaching a state of educational emergency. Specific costs are indeterminate and would depend on the severity of the emergency and the strategies the Governor and Commissioner decide to implement.

DEPARTMENT OF EDUCATION IMPACT:

Secondary reform: The bill requires the DOE to undertake several activities in support of the reform effort. Fiscal impact on the agency should be minimal because these activities are already planned or are funded through the specific program.

- Sunshine State Standards review: This review is already planned by the DOE and the Governor's budget request includes \$5 million for this purpose.

- Applied, integrated, combined courses: Approval of courses is an ongoing process in the agency and should be accomplished by a redirection of staff time.
- Professional development package for content area reading: This activity is already underway and funded through the Just Read Office.
- Share best practices: A primary responsibility of the agency is to share best practices through all available means of communication. No fiscal impact.
- Longitudinal analysis: The K-20 education data warehouse is designed to provide these types of analyses. No fiscal impact.
- Secondary School Improvement Award Program: During the 2006-2007 fiscal year the Commissioner will establish the criteria and procedures for the program. It is unlikely there will be any fiscal impact until the 2007-2008 fiscal year.
- Recruitment/retention of teachers: The DOE will have to intensify efforts to recruit teachers in math and reading in order to provide for intervention courses and the additional math credit requirement. The Governor's budget request includes \$2 million to establish a Center for Mathematics and Science Research to assist in recruitment and staff development in these areas.

William Cecil Golden Professional Development Program for School Leaders: The fiscal impact of the professional development program will be determined in the General Appropriations Act. The Governor's budget request includes \$4.7 million to support principal professional development and recognition.

SCHOOL DISTRICT IMPACT:

Cost savings: School districts may realize a cost savings from the deletion of the rigorous reading requirement and personalized middle school success plan. In addition, the fiscal impact of middle school promotion requirements may also be a long term cost savings. Moving to a course-based promotion system with competency-based course recovery will allow students to "catch up" with their class, and not be retained for an entire year. Any increase in students retained would likely be offset by the lower costs from the students retaking only specific courses instead of an entire school year. Likewise, districts may experience some cost savings from the high school revised graduation requirements. Students will be able to simultaneously earn elective credit and recover credit in a required class as an incentive to keep students enrolled and progressing towards graduation. Districts may be able to redirect existing funds by not having to offer credit recovery after school and in the summer.

Secondary school reform: Secondary school reform is not an add-on. It requires an overhaul, or re-engineering, of existing systems and programs. While districts will spend time and resources to make these changes, there are no new programs or mandates that significantly impact districts.

- Policies for secondary reform: Districts must establish policies to support the implementation of middle school promotion requirements, revised high school graduation requirements, and career academies. Specific areas to be addressed include:
 - pupil progression plans;
 - high school majors and minors;
 - the use of technology to develop ePEPs, offer intensive intervention classes, and competency-based credit/course recovery;
 - establishment of career academies, if desired, using start up funds as provided in the GAA.

The Governor's budget request includes \$2 million to provide laptops to 1,000 sixth grade students, and associated teacher training, to support integrating technology into the classroom. The 2005-2006 GAA provided \$6 million for career and professional academies as part of the Succeed, Florida program for public schools workforce education. The Governor's 2006-2007 request again includes \$6 million for the Succeed, Florida program, but the funds have not been designated for career and professional academies.

- Instructional staff: Districts will need to increase recruitment efforts, commensurate with the DOE, to recruit teachers in math and reading in order to provide for intervention courses and the additional math credit requirement.
- Staff development: Districts will need to focus staff development to implement secondary reform, based on the guiding principles established in the bill.
- Summer academies: Summer academies (and required alternative assessments) will be funded as provided in the GAA as part of the research-based reading allocation. The Governor's 2006-2007 budget request includes \$4 million to support specialized academies in mathematics and reading.

Differentiated pay: There is no impact for the 2006-2007 fiscal year. The bill requires the salary schedule for the 2007-2008 year to include differentiated pay using available funds.

School recognition for alternative schools: This requires a shift from district discretionary funds to school-based rewards.

School Improvement Plans: Because every school must have an approved school improvement plan, changing the format of the plans for schools graded "C" and below should have a minimal impact. Public notice of school grades is also a current requirement, but must be enhanced and use more means of communication. Depending on current district practices, this could also be a minimal impact.

Instructional materials: Instructional materials funds may be held until certification by the superintendent of a professional development plan to require fidelity of implementation for instructional materials. Districts will have to focus staff development funds for this purpose.

Exceptional students: Adding speech and language pathology services into the definition of "special education services" will have an indeterminate fiscal impact. IEP teams will decide whether or not a student can benefit from speech or language therapy. Depending upon the number of IEP teams that determine students can benefit, it may be necessary for districts to hire additional staff to provide the services.

III. COMMENTS

A. CONSTITUTIONAL ISSUES:

1. Applicability of Municipality/County Mandates Provision:

The bill does not require a city or county to spend funds or to take any action requiring the expenditure of funds.

2. Other:

None.

B. RULE-MAKING AUTHORITY:

The bill requires the State Board of Education to adopt rules relating to:

- Reading credentials for part-time and full-time nondegreed career education instructors.
- Implementation of middle grades promotion requirements.
- Implementation of revised high school graduation requirements.
- Florida Ready to Work Certification Program.
- Operation of the K-20 Data Warehouse.
- School Improvement Ratings for Alternative Schools.
- The William Cecil Golden Professional Development Program for School Leaders.

C. DRAFTING ISSUES OR OTHER COMMENTS:

None.

IV. AMENDMENTS/COMMITTEE SUBSTITUTE & COMBINED BILL CHANGES

HB 7087

2006

1 A bill to be entitled

2 An act relating to education; amending s. 11.90, F.S.;
3 authorizing the Legislative Budget Commission to review a
4 state plan to implement federal requirements; amending s.
5 20.15, F.S.; establishing the Division of Accountability,
6 Research, and Measurement in the Department of Education;
7 amending s. 1000.03, F.S.; revising the mission of the
8 state's K-20 education system; repealing s. 1000.041,
9 F.S., to conform provisions relating to the 2005 repeal of
10 the BEST Florida Teaching salary career ladder program;
11 amending s. 1001.02, F.S.; requiring legislative review of
12 a revised state plan to implement certain federal
13 requirements; amending s. 1001.03, F.S.; requiring
14 periodic review of Sunshine State Standards subject areas
15 and an annual status report; requiring rules for certain
16 teachers to earn a reading credential equivalent;
17 requiring the maintenance of a uniform school district
18 personnel classification system; amending s. 1001.10,
19 F.S.; requiring legislative review of a revised state plan
20 to implement certain federal requirements; creating s.
21 1001.215, F.S.; creating the Just Read, Florida! Office in
22 the Department of Education; providing duties; amending s.
23 1001.33, F.S.; conforming provisions relating to the 2005
24 repeal of the BEST Florida Teaching salary career ladder
25 program; amending s. 1001.41, F.S.; requiring district
26 school boards to adopt standards and policies to provide
27 each student a complete education program; amending s.
28 1001.42, F.S.; providing a district school board

Page 1 of 113

CODING: Words ~~stricken~~ are deletions; words underlined are additions.

hb7087-00

HB 7087

2006

29 requirement relating to the opening date of the school
 30 year; conforming provisions relating to the 2005 repeal of
 31 the BEST Florida Teaching salary career ladder program;
 32 providing requirements for each school district's system
 33 of school improvement and student progression; revising
 34 requirements for school improvement plans; requiring
 35 alignment with the Sunshine State Standards; revising
 36 format and content of public disclosure reports;
 37 conforming provisions relating to deletion of a rigorous
 38 reading requirement and the designation of school grades;
 39 repealing s. 1001.51(24), F.S., and amending s. 1001.54,
 40 F.S.; conforming provisions relating to the 2005 repeal of
 41 the BEST Florida Teaching salary career ladder program;
 42 revising provisions relating to duties of school
 43 principals; amending s. 1002.38, F.S., relating to the
 44 Opportunity Scholarship Program; conforming provisions
 45 relating to the designation of school grades; amending s.
 46 1003.01, F.S.; revising definition of the term "special
 47 education services"; amending s. 1003.05, F.S.; deleting
 48 the requirement that certain children receive preference
 49 for admission to special academic programs even if maximum
 50 enrollment has been reached; revising programs defined as
 51 "special academic programs" for purposes of such
 52 preference; creating s. 1003.413, F.S., relating to
 53 secondary school reform; providing intent and guiding
 54 principles; requiring district school boards to establish
 55 policies to implement requirements for middle grades
 56 promotion, revised requirements for high school

57 graduation, and requirements for career and professional
58 academies; requiring policy approval and department
59 support for implementation; directing the Commissioner of
60 Education to create and implement the Secondary School
61 Improvement Award Program; repealing s. 1003.415, F.S.,
62 the Middle Grades Reform Act; creating s. 1003.4156, F.S.;
63 providing general course requirements for middle grades
64 promotion; requiring intensive reading and mathematics
65 courses in certain circumstances; authorizing rulemaking
66 and enforcement; amending s. 1003.42, F.S.; providing for
67 required instruction for middle grades promotion; creating
68 s. 1003.428, F.S.; establishing revised general
69 requirements for high school graduation; providing
70 applicability beginning with 2007-2008 first-year high
71 school students; requiring completion of specified credits
72 or a specified curriculum; requiring strategies for
73 exceptional students to meet graduation requirements;
74 requiring standards for graduation; requiring rules for
75 test accommodations and modifications in certain cases;
76 providing requirements for standard diplomas and
77 certificates of completion with exceptions; authorizing
78 rulemaking and enforcement; amending s. 1003.437, F.S.;
79 including middle grades in the uniform grading system;
80 repealing s. 1003.492(3) and (4), F.S., relating to
81 department studies of student performance in industry-
82 certified career education programs; creating s. 1003.493,
83 F.S.; defining career and professional academies and
84 specifying goals of the academies; providing requirements

85 of academies relating to curriculum, partnerships,
 86 instruction, career education certification, and
 87 evaluation; amending s. 1003.57, F.S.; providing
 88 guidelines for determining the residency of a student who
 89 receives instruction as an exceptional student with a
 90 disability; requiring the student's placing authority or
 91 parent to pay the cost of such instruction, facilities,
 92 and services; providing responsibilities of the
 93 department; providing responsibilities of residential
 94 facilities that educate exceptional students with
 95 disabilities; providing applicability; creating s.
 96 1003.576, F.S.; requiring the department to develop an
 97 individual education plan form for use in developing and
 98 implementing individual education plans for exceptional
 99 students; requiring school districts to use the form;
 100 amending s. 1003.58, F.S.; correcting a cross-reference;
 101 amending s. 1003.62, F.S.; conforming provisions relating
 102 to the designation of school grades and differentiated pay
 103 for school administrators and instructional personnel;
 104 creating s. 1004.99, F.S., the Florida Ready to Work
 105 Certification Program to enhance student workplace skills;
 106 providing for program implementation and requirements;
 107 authorizing rulemaking; amending s. 1006.09, F.S.;
 108 conforming provisions relating to differentiated pay;
 109 amending s. 1007.2615, F.S.; revising provisions for
 110 certification of American Sign Language teachers; amending
 111 s. 1008.22, F.S.; specifying FCAT grade level and subject
 112 area testing requirements; requiring documentation of

HB 7087

2006

113 procedures that ensure test difficulty under certain
114 circumstances; requiring certain opportunities for
115 demonstrating student performance; requiring the
116 Commissioner of Education to adopt scores concordant to
117 FCAT scores required for high school graduation; providing
118 that such scores satisfy requirements for a diploma;
119 clarifying eligibility to use such scores; requiring an
120 annual report on student performance; repealing s.
121 1008.221, F.S., relating to alternative assessments for
122 dependent children of military personnel, to conform;
123 amending s. 1008.25, F.S.; authorizing district school
124 boards to require low-performing students to attend
125 remediation programs outside of regular school hours or
126 during the summer; requiring the department to establish a
127 uniform format for reporting information relating to
128 student progression; requiring an annual report; repealing
129 s. 1008.301, F.S., relating to a concordance study of FCAT
130 equivalencies for high school graduation; amending s.
131 1008.31, F.S.; revising intent, goals, and measures of the
132 K-20 performance accountability system and requiring data
133 quality improvements; requiring adoption of rules;
134 amending s. 1008.33, F.S.; conforming a cross-reference
135 and provisions relating to the designation of school
136 grades; authorizing principals to recommend corrective
137 actions for low-performing faculty and staff at "F" graded
138 schools and publication of a school's grade; amending s.
139 1008.34, F.S.; revising terminology and provisions
140 relating to designation and determination of school

HB 7087

2006

141 | grades; providing for school grading for alternative
 142 | schools and specifying requirements related thereto;
 143 | defining the term "home school" for purposes of
 144 | assessment; requiring an annual school report card to be
 145 | published by the department and distributed by school
 146 | districts; creating s. 1008.341, F.S.; providing for
 147 | school improvement ratings for certain alternative
 148 | schools; providing the basis for such ratings and
 149 | requiring annual performance reports; providing for
 150 | determination of school improvement ratings,
 151 | identification of student learning gains, and eligibility
 152 | for school recognition awards; requiring the development
 153 | and distribution of an annual school report card;
 154 | authorizing adoption of rules; amending s. 1008.345, F.S.;
 155 | conforming a cross-reference and provisions relating to
 156 | the designation of school grades; providing conditions for
 157 | determination of a school district in a state of
 158 | educational emergency; providing procedures to resolve the
 159 | educational emergency, including state assistance;
 160 | authorizing establishment of an educational emergency
 161 | board and providing duties thereof; providing for an
 162 | action plan to implement recommendations; amending s.
 163 | 1008.36, F.S.; authorizing certain alternative schools to
 164 | participate in the Florida School Recognition Program;
 165 | modifying procedures for determination and use of school
 166 | recognition awards; amending s. 1011.62, F.S.; providing
 167 | FTE funding for juveniles enrolled in specified education
 168 | programs; conforming cross-references and provisions

HB 7087

2006

169 relating to the designation of school grades; establishing
170 a research-based reading instruction allocation to provide
171 funds for a comprehensive reading instruction system;
172 requiring school district plans for use of the allocation
173 and approval thereof; including the allocation in the
174 total amount allocated to each school district for current
175 operation; amending s. 1011.64, F.S.; conforming
176 terminology and a cross-reference; amending s. 1011.67,
177 F.S.; requiring district school board approval of a staff
178 development plan relating to use of instructional
179 materials; amending s. 1011.685, F.S.; conforming
180 provisions relating to the 2005 repeal of the BEST Florida
181 Teaching salary career ladder program and implementation
182 of differentiated pay; amending s. 1011.71, F.S.;
183 correcting a cross-reference; amending s. 1012.21, F.S.;
184 requiring department reporting relating to school district
185 collectively bargained contracts and the salary and
186 benefits of certain personnel; amending s. 1012.22, F.S.;
187 requiring each district school board to adopt a salary
188 schedule with differentiated pay for instructional
189 personnel and school-based administrators beginning with
190 the 2007-2008 academic year; creating s. 1012.2315, F.S.;
191 providing school district requirements for the assignment
192 of teachers and providing procedures for noncompliance;
193 amending s. 1012.27, F.S.; conforming provisions relating
194 to the 2005 repeal of the BEST Florida Teaching salary
195 career ladder program and implementation of differentiated
196 pay; amending s. 1012.28, F.S.; conforming provisions

HB 7087

2006

197 relating to differentiated pay; amending s. 1012.34, F.S.;
 198 conforming provisions relating to deletion of a rigorous
 199 reading requirement; amending s. 1012.56, F.S.;
 200 encouraging school districts to provide mechanisms for
 201 teachers to obtain subject area coverage for middle
 202 grades; creating s. 1012.986, F.S.; establishing the
 203 William Cecil Golden Professional Development Program for
 204 School Leaders; defining the term "school leader";
 205 providing for school leader designations; providing
 206 program requirements and delivery systems; requiring
 207 adoption of rules; repealing s. 1012.987, F.S., which
 208 requires the State Board of Education to adopt rules
 209 through which school principals may earn a leadership
 210 designation; providing an effective date.

211
 212 WHEREAS, students will have the best opportunity to obtain
 213 a high-quality education in the public education system of this
 214 state and that system can best be enhanced when resources are
 215 allocated efficiently and are concentrated in a rigorous and
 216 relevant classroom learning environment, when teachers and
 217 principals are supported, when high-quality educational
 218 opportunity is reinforced through shared high academic and
 219 career expectations, when accurate data is consistently
 220 maintained and used to drive systemwide decisionmaking, and when
 221 successes are rewarded, failures are identified, and the public
 222 is apprised of both successes and failures, NOW, THEREFORE,

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 224 Be It Enacted by the Legislature of the State of Florida:

HB 7087

2006

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Section 1. Subsection (8) is added to section 11.90,
Florida Statutes, to read:
11.90 Legislative Budget Commission.--
(8) Upon the 2007 reauthorization of the federal No Child
Left Behind Act of 2001, the commission may review the proposed
state plan of the State Board of Education and the Commissioner
of Education before that plan is submitted.
Section 2. Paragraph (f) is added to subsection (3) of
section 20.15, Florida Statutes, to read:
20.15 Department of Education.--There is created a
Department of Education.
(3) DIVISIONS.--The following divisions of the Department
of Education are established:
(f) Division of Accountability, Research, and Measurement.
Section 3. Subsection (4) of section 1000.03, Florida
Statutes, is amended to read:
1000.03 Function, mission, and goals of the Florida K-20
education system.--
(4) The mission of Florida's K-20 education system is to
allow its students to increase their proficiency by allowing
them the opportunity to expand their knowledge and skills
through high-quality, rigorous, relevant ~~adequate~~ learning
opportunities, in accordance with the mission statement and
accountability requirements of s. 1008.31.
Section 4. Section 1000.041, Florida Statutes, is
repealed.

HB 7087

2006

252 Section 5. Paragraph (g) of subsection (2) of section
 253 1001.02, Florida Statutes, is amended to read:
 254 1001.02 General powers of State Board of Education.--
 255 (2) The State Board of Education has the following duties:
 256 (g) To approve plans for cooperating with the Federal
 257 Government. Upon the 2007 reauthorization of the federal No
 258 Child Left Behind Act of 2001, the Commissioner of Education
 259 shall seek public input and secure legislative review of the
 260 revised state plan prior to submission.
 261 Section 6. Subsections (1), (3), and (14) of section
 262 1001.03, Florida Statutes, are amended to read:
 263 1001.03 Specific powers of State Board of Education.--
 264 (1) PUBLIC K-12 STUDENT PERFORMANCE STANDARDS.--The State
 265 Board of Education shall approve the student performance
 266 standards known as the Sunshine State Standards in key academic
 267 subject areas and grade levels. The state board shall establish
 268 a schedule to facilitate the periodic review of each subject
 269 area to maintain rigor, relevance, integration, and
 270 reinforcement for student achievement and articulation and
 271 evaluate how the standards are taught at each grade level. The
 272 review teams for each Sunshine State Standards subject area must
 273 include representatives from each other Sunshine State Standards
 274 subject area to support valid integration of content and to
 275 address the learning styles and instructional needs of all
 276 students. Each review team must address the following:
 277 (a) Rigor, relevance, logical student progression,
 278 articulation from grade to grade, and integration of reading,
 279 writing, and mathematics.

HB 7087

2006

280 (b) Timelines for revision of course descriptions,
 281 adoption of instructional materials, modifications to the
 282 statewide assessment, and enhancements to professional
 283 development.

284 (c) Input from parents, classroom teachers, school and
 285 district administrators, community college and university
 286 faculty, and business representatives, in collaboration with
 287 local education foundations.

288
 289 The review schedule and an annual status report must be
 290 submitted to the Governor, the President of the Senate, and the
 291 Speaker of the House of Representatives annually not later than
 292 January 1.

293 (3) PROFESSIONAL CERTIFICATES.--The State Board of
 294 Education shall classify school services, designate the
 295 certification subject areas, establish competencies, including
 296 the use of technology to enhance student learning, and
 297 certification requirements for all school-based personnel, and
 298 prescribe rules in accordance with which the professional,
 299 temporary, and part-time certificates shall be issued by the
 300 Department of Education to applicants who meet the standards
 301 prescribed by such rules for their class of service, as
 302 described in chapter 1012. The state board shall adopt rules
 303 that give part-time and full-time nondegreed teachers of career
 304 programs, pursuant to s. 1012.39(1)(c), the opportunity to earn
 305 a reading credential equivalent to a reading endorsement.

306 (14) UNIFORM CLASSIFICATION SYSTEM FOR SCHOOL DISTRICT
 307 ADMINISTRATIVE AND MANAGEMENT PERSONNEL.--The State Board of

HB 7087

2006

308 Education shall maintain ~~recommend to the Legislature by~~
 309 ~~February 1, 2003,~~ a uniform classification system for school
 310 district administrative and management personnel that will
 311 facilitate the uniform coding of administrative and management
 312 personnel to total district employees.

313 Section 7. Section 1001.10, Florida Statutes, is amended
 314 to read:

315 1001.10 Commissioner of Education; general powers and
 316 duties.--The Commissioner of Education is the chief educational
 317 officer of the state and the sole custodian of the K-20 data
 318 warehouse, and is responsible for giving full assistance to the
 319 State Board of Education in enforcing compliance with the
 320 mission and goals of the seamless K-20 education system. To
 321 facilitate innovative practices and to allow local selection of
 322 educational methods, the State Board of Education may authorize
 323 the commissioner to waive, upon the request of a district school
 324 board, State Board of Education rules that relate to district
 325 school instruction and school operations, except those rules
 326 pertaining to civil rights, and student health, safety, and
 327 welfare. The Commissioner of Education is not authorized to
 328 grant waivers for any provisions in rule pertaining to the
 329 allocation and appropriation of state and local funds for public
 330 education; the election, compensation, and organization of
 331 school board members and superintendents; graduation and state
 332 accountability standards; financial reporting requirements;
 333 reporting of out-of-field teaching assignments under s. 1012.42;
 334 public meetings; public records; or due process hearings
 335 governed by chapter 120. No later than January 1 of each year,

HB 7087

2006

336 the commissioner shall report to the Legislature and the State
337 Board of Education all approved waiver requests in the preceding
338 year. Additionally, the commissioner has the following general
339 powers and duties:

340 (1) To appoint staff necessary to carry out his or her
341 powers and duties.

342 (2) To advise and counsel with the State Board of
343 Education on all matters pertaining to education; to recommend
344 to the State Board of Education actions and policies as, in the
345 commissioner's opinion, should be acted upon or adopted; and to
346 execute or provide for the execution of all acts and policies as
347 are approved.

348 (3) To keep such records as are necessary to set forth
349 clearly all acts and proceedings of the State Board of
350 Education.

351 (4) To have a seal for his or her office with which, in
352 connection with his or her own signature, the commissioner shall
353 authenticate true copies of decisions, acts, or documents.

354 (5) To recommend to the State Board of Education policies
355 and steps designed to protect and preserve the principal of the
356 State School Fund; to provide an assured and stable income from
357 the fund; to execute such policies and actions as are approved;
358 and to administer the State School Fund.

359 (6) To take action on the release of mineral rights based
360 upon the recommendations of the Board of Trustees of the
361 Internal Improvement Trust Fund.

362 (7) To submit to the State Board of Education, on or
363 before August 1 of each year, recommendations for a coordinated

HB 7087

2006

364 K-20 education budget that estimates the expenditures for the
365 State Board of Education, including the Department of Education,
366 the Commissioner of Education, and all of the boards,
367 institutions, agencies, and services under the general
368 supervision of the State Board of Education for the ensuing
369 fiscal year. Any program recommended to the State Board of
370 Education that will require increases in state funding for more
371 than 1 year must be presented in a multiyear budget plan.

372 (8) To develop and implement a plan for cooperating with
373 the Federal Government in carrying out any or all phases of the
374 educational program and to recommend policies for administering
375 funds that are appropriated by Congress and apportioned to the
376 state for any or all educational purposes. Upon the 2007
377 reauthorization of the federal No Child Left Behind Act of 2001,
378 the commissioner shall seek public input and secure legislative
379 review of the revised state plan prior to submission.

380 (9) To develop and implement policies for cooperating with
381 other public agencies in carrying out those phases of the
382 program in which such cooperation is required by law or is
383 deemed by the commissioner to be desirable and to cooperate with
384 public and nonpublic agencies in planning and bringing about
385 improvements in the educational program.

386 (10) To prepare forms and procedures as are necessary to
387 be used by district school boards and all other educational
388 agencies to assure uniformity, accuracy, and efficiency in the
389 keeping of records, the execution of contracts, the preparation
390 of budgets, or the submission of reports; and to furnish at
391 state expense, when deemed advisable by the commissioner, those

HB 7087

2006

forms that can more economically and efficiently be provided.

(11) To implement a program of school improvement and education accountability designed to provide all students the opportunity to make adequate learning gains in each year of school as provided by statute and State Board of Education rule based upon the achievement of the state education goals, recognizing the following:

(a) The State Board of Education is the body corporate responsible for the supervision of the system of public education.

(b) The district school board is responsible for school and student performance.

(c) The individual school is the unit for education accountability.

(d) The community college board of trustees is responsible for community college performance and student performance.

(e) The university board of trustees is responsible for university performance and student performance.

(12) To establish a Citizen Information Center responsible for the preparation, publication, and distribution of materials relating to the state system of seamless K-20 public education.

(13) To prepare and publish annually reports giving statistics and other useful information pertaining to the Opportunity Scholarship Program.

(14) To have printed or electronic copies of school laws, forms, instruments, instructions, and rules of the State Board of Education and provide for their distribution.

(15) To develop criteria for use by state instructional

HB 7087

2006

420 materials committees in evaluating materials submitted for
421 adoption consideration. The criteria shall, as appropriate, be
422 based on instructional expectations reflected in curriculum
423 frameworks and student performance standards. The criteria for
424 each subject or course shall be made available to publishers of
425 instructional materials pursuant to the requirements of chapter
426 1006.

427 (16) To prescribe procedures for evaluating instructional
428 materials submitted by publishers and manufacturers in each
429 adoption.

430

431 The commissioner's office shall operate all statewide functions
432 necessary to support the State Board of Education and the K-20
433 education system, including strategic planning and budget
434 development, general administration, and assessment and
435 accountability.

436 Section 8. Section 1001.215, Florida Statutes, is created
437 to read:

438 1001.215 Just Read, Florida! Office.--There is created in
439 the Department of Education the Just Read, Florida! Office. The
440 office shall be fully accountable to the Commissioner of
441 Education and shall:

442 (1) Train highly effective reading coaches.

443 (2) Create multiple designations of effective reading
444 instruction, with accompanying endorsement credentials, which
445 encourage all teachers to integrate reading instruction into
446 their content areas.

447 (3) Train K-12 teachers, school principals, and parents on

HB 7087

2006

448 research-based reading instructional strategies and secondary
 449 teachers on effective instructional strategies for teaching
 450 reading in the content areas with an emphasis on reading for
 451 information.

452 (4) Provide technical assistance to school districts in
 453 the development and implementation of district plans for use of
 454 the research-based reading instruction allocation provided under
 455 s. 1011.62(8) and annually review and approve such plans.

456 (5) Review, evaluate, and provide technical assistance to
 457 school districts on their implementation of the K-12
 458 comprehensive reading plan required by s. 1011.62(8).

459 (6) Provide information on research-based reading programs
 460 and effective instructional strategies for teaching reading in
 461 the content areas and support for reading for information.

462 (7) Periodically review the Sunshine State Standards for
 463 reading at all grade levels.

464 (8) Periodically review teacher certification examinations
 465 to ascertain whether the examinations measure the skills needed
 466 for research-based reading, instructional strategies for
 467 teaching reading in the content areas, and support for reading
 468 for information.

469 (9) Work with teacher preparation programs approved
 470 pursuant to s. 1004.04 to integrate into teacher preparation
 471 programs research-based reading instructional strategies and
 472 instructional strategies for teaching reading in the content
 473 areas.

474 (10) Administer grants and perform other functions as
 475 necessary to meet the goal that all students read at grade

HB 7087

2006

476 level.

477 Section 9. Section 1001.33, Florida Statutes, is amended
478 to read:

479 1001.33 Schools under control of district school board and
480 district school superintendent.--

481 ~~(1)~~ Except as otherwise provided by law, all public
482 schools conducted within the district shall be under the
483 direction and control of the district school board with the
484 district school superintendent as executive officer.

485 ~~(2) Each district school board, each district school~~
486 ~~superintendent, and each district and school based administrator~~
487 ~~shall cooperate to apply the following guiding principles of~~
488 ~~Better Educated Students and Teachers (BEST) Florida Teaching.~~

489 ~~(a) Teachers lead, students learn.~~

490 ~~(b) Teachers maintain orderly, disciplined classrooms~~
491 ~~conducive to student learning.~~

492 ~~(c) Teachers are trained, recruited, well compensated, and~~
493 ~~retained for quality.~~

494 ~~(d) Teachers are well rewarded for their students' high~~
495 ~~performance.~~

496 ~~(e) Teachers are most effective when served by exemplary~~
497 ~~school administrators.~~

498 Section 10. Subsection (3) of section 1001.41, Florida
499 Statutes, is amended to read:

500 1001.41 General powers of district school board.--The
501 district school board, after considering recommendations
502 submitted by the district school superintendent, shall exercise
503 the following general powers:

HB 7087

2006

(3) Prescribe and adopt standards and policies to provide
each student the opportunity to receive a complete education
program, including language arts, mathematics, science, social
studies, health, physical education, foreign languages, and the
arts, as defined by the Sunshine State Standards. The standards
and policies must emphasize integration and reinforcement of
reading, writing, and mathematics skills in a rigorous and
relevant context across all subjects, including career and
technical education as are considered desirable by it for
~~improving the district school system.~~

Section 11. Paragraph (f) of subsection (4), paragraph (c)
of subsection (5), subsection (16), paragraph (d) of subsection
(17), and subsection (18) of section 1001.42, Florida Statutes,
are amended to read:

1001.42 Powers and duties of district school board.--The
district school board, acting as a board, shall exercise all
powers and perform all duties listed below:

(4) ESTABLISHMENT, ORGANIZATION, AND OPERATION OF
SCHOOLS.--Adopt and provide for the execution of plans for the
establishment, organization, and operation of the schools of the
district, including, but not limited to, the following:

(f) Opening and closing of schools; fixing uniform
date.--Adopt policies for the opening and closing of schools and
fix uniform dates provided that the opening date of the school
year for schools in the district shall be no earlier than 7 days
before Labor Day each year.

(5) PERSONNEL.--

HB 7087

2006

531 ~~(c) Fully support and cooperate in the application of the~~
532 ~~guiding principles of Better Educated Students and Teachers~~
533 ~~(BEST) Florida Teaching, pursuant to s. 1000.041.~~

534 (16) IMPLEMENT SCHOOL IMPROVEMENT AND
535 ACCOUNTABILITY.--Maintain a system of school improvement and
536 education accountability as provided by statute and State Board
537 of Education rule. This system of school improvement and
538 education accountability shall be consistent with, and
539 implemented through, the district's continuing system of
540 planning and budgeting required by this section and ss.
541 1008.385, 1010.01, and 1011.01. This system of school
542 improvement and education accountability shall include, but is
543 not limited to, the following:

544 (a) School improvement plans.--Annually approve and
545 require implementation of a new, amended, or continuation school
546 improvement plan for each school in the district, except that a
547 district school board may establish a district school
548 improvement plan that includes all schools in the district
549 operating for the purpose of providing educational services to
550 youth in Department of Juvenile Justice programs. The school
551 improvement ~~Such~~ plan shall be designed to achieve the state
552 education priorities pursuant to s. 1000.03(5) and student
553 proficiency on the Sunshine State Standards pursuant to s.
554 1003.41 performance standards. ~~In addition, any school required~~
555 ~~to implement a rigorous reading requirement pursuant to s.~~
556 ~~1003.415 must include such component in its school improvement~~
557 ~~plan.~~ Each plan shall also address issues relative to budget,
558 training, instructional materials, technology, staffing, student

HB 7087

2006

559 support services, specific school safety and discipline
560 strategies, student health and fitness, ~~including physical~~
561 ~~fitness, parental involvement information on student health and~~
562 ~~fitness, and indoor environmental air quality, and other matters~~
563 of resource allocation, as determined by district school board
564 policy, and shall include ~~be based on~~ an accurate, data-based
565 analysis of student achievement and other school performance
566 data. For each school in the district that earns a school grade
567 of "C" or below, or is required to have a school improvement
568 plan under federal law, the school improvement plan shall, at a
569 minimum include:

570 1. A needs assessment, based on disaggregated student
571 achievement data related to student performance on the FCAT,
572 which is used to identify each individual student subgroup's
573 strengths and weaknesses and to determine the effectiveness of
574 the teaching and learning strategies that are being used in the
575 classroom.

576 2. Performance goals, based on the needs assessment, with
577 measurable objectives of improvement in the areas of language
578 arts, mathematics, and science for each student subgroup.

579 3. A Sunshine State Standards instructional calendar and
580 timeline based on the needs assessment for each grade and in
581 each of the subject areas of language arts, mathematics, and
582 science to focus and integrate instruction, manage instructional
583 time, and allocate resources.

584 4. The following strategies:

HB 7087

2006

585 a. Mini-assessments of targeted Sunshine State Standards
586 benchmarks that provide ongoing progress monitoring of students
587 and generate data to redesign instruction.

588 b. Alternative in-school, tutorial, remediation, or
589 enrichment programs for students that are based on each
590 student's individual academic needs as defined by performance on
591 the mini-assessments.

592 c. A student performance monitoring plan and clearly
593 assigned school personnel monitoring responsibilities.

594 5. Professional development that supports enhanced
595 instructional strategies, improves teaching and learning, and
596 addresses skill gaps.

597 6. If the school is a high school, annual publication of
598 the school's graduation rate calculated without GEDs for the
599 past 3 years, disaggregated by student ethnicity.

600
601 For each school district with a school designated with a grade
602 of "D" or "F," the district school board shall cooperate with
603 the community assessment team assigned by the commissioner in
604 accordance with s. 1008.345(6)(d).

605 (b) Alignment with Sunshine State Standards.--Design the
606 school district's system of school improvement and student
607 progression to provide frequent and accurate information to the
608 teacher and student regarding each student's progress toward
609 mastering the Sunshine State Standards. The system must support
610 the alignment of the Sunshine State Standards, monitoring of
611 individual student progress, and enhanced instructional
612 strategies, assessment, and professional development.

HB 7087

2006

(c)(b) Approval process.--Develop a process for approval of a school improvement plan presented by an individual school and its advisory council. In the event a district school board does not approve a school improvement plan after exhausting this process, the Department of Education shall be notified of the need for assistance.

(d)(e) Assistance and intervention.--

1. Develop a 2-year plan of increasing individualized assistance and intervention for each school in danger of not meeting state standards or making adequate progress, as defined pursuant to statute and State Board of Education rule, toward meeting the goals and standards of its approved school improvement plan.

2. Provide assistance and intervention to a school that is designated with a ~~identified as being in performance grade of~~ category "D" pursuant to s. 1008.34 and is in danger of failing.

3. Develop a plan to encourage teachers with demonstrated mastery in improving student performance to remain at or transfer to a school designated with a ~~as performance grade of~~ category "D" or "F" or to an alternative school that serves disruptive or violent youths. If a classroom teacher, as defined by s. 1012.01(2)(a), who meets the definition of teaching mastery developed according to the provisions of this paragraph, requests assignment to a school designated with a ~~as performance grade of~~ category "D" or "F" or to an alternative school that serves disruptive or violent youths, the district school board shall make every practical effort to grant the request.

HB 7087

2006

4. Prioritize, to the extent possible, the expenditures of funds received from the supplemental academic instruction categorical fund under s. 1011.62(1)(f) to improve student performance in schools that receive a ~~performance grade category~~ designation of "D" or "F."

~~(e)(d)~~ After 2 years.--Notify the Commissioner of Education and the State Board of Education in the event any school does not make adequate progress toward meeting the goals and standards of a school improvement plan by the end of 2 years of failing to make adequate progress and proceed according to guidelines developed pursuant to statute and State Board of Education rule. School districts shall provide intervention and assistance to schools in danger of being designated with a as ~~performance grade of category~~ "F," failing to make adequate progress.

~~(f)(e)~~ Public disclosure.--Provide information regarding performance of students and educational programs as required pursuant to ss. 1008.22 and 1008.385 and implement a system of school reports as required by statute and State Board of Education rule that shall include schools operating for the purpose of providing educational services to youth in Department of Juvenile Justice programs, and for those schools, report on the elements specified in s. 1003.52(19). Annual public disclosure reports shall be in an understandable and easy-to-read report card format, use multiple media such as electronic mail, websites, public service announcements, or print or electronic advertising, and shall include the school's student and school ~~performance grade~~, high school graduation rate

HB 7087

2006

668 calculated without GEDs, disaggregated by student ethnicity,
 669 ~~category designation~~ and other performance data as specified in
 670 state board rule.

671 (g)~~(f)~~ School improvement funds.--Provide funds to schools
 672 for developing and implementing school improvement plans. Such
 673 funds shall include those funds appropriated for the purpose of
 674 school improvement pursuant to s. 24.121(5)(c).

675 (17) LOCAL-LEVEL DECISIONMAKING.--

676 (d) Adopt policies that assist in giving greater autonomy,
 677 including authority over the allocation of the school's budget,
 678 to schools designated with a ~~as~~ performance grade of ~~category~~
 679 "A," making excellent progress, and schools rated as having
 680 improved at least two grades ~~performance-grade categories~~.

681 (18) OPPORTUNITY SCHOLARSHIPS.--Adopt policies allowing
 682 students attending schools that have been designated with a ~~as~~
 683 ~~performance grade~~ of ~~category~~ "F," failing to make adequate
 684 progress, for 2 school years in a 4-year period to attend a
 685 higher performing school in the district or an adjoining
 686 district or be granted a state opportunity scholarship to a
 687 private school, in conformance with s. 1002.38 and State Board
 688 of Education rule.

689 Section 12. Subsection (24) of section 1001.51, Florida
 690 Statutes, is repealed.

691 Section 13. Paragraphs (c) and (d) of subsection (1) and
 692 subsection (2) of section 1001.54, Florida Statutes, are amended
 693 to read:

694 1001.54 Duties of school principals.--

695 (1)

HB 7087

2006

696 ~~(c) The school principal shall encourage school personnel~~
697 ~~to implement the guiding principles for Better Educated Students~~
698 ~~and Teachers (BEST) Florida Teaching, pursuant to s. 1000.041.~~

699 (c) ~~(d)~~ The school principal shall fully support the
700 authority of each teacher and school bus driver to remove
701 disobedient, disrespectful, violent, abusive, uncontrollable, or
702 disruptive students from the classroom and the school bus and,
703 when appropriate and available, place such students in an
704 alternative educational setting.

705 (2) Each school principal shall provide instructional
706 leadership in the development, ~~or~~ revision, and implementation
707 of a school improvement plan, pursuant to s. 1001.42(16).

708 Section 14. Subsection (2) and paragraphs (a) and (b) of
709 subsection (3) of section 1002.38, Florida Statutes, are amended
710 to read:

711 1002.38 Opportunity Scholarship Program.--

712 (2) OPPORTUNITY SCHOLARSHIP ELIGIBILITY.--A public school
713 student's parent may request and receive from the state an
714 opportunity scholarship for the student to enroll in and attend
715 a private school in accordance with the provisions of this
716 section if:

717 (a)1. By assigned school attendance area or by special
718 assignment, the student has spent the prior school year in
719 attendance at a public school that has been designated pursuant
720 to s. 1008.34 with a ~~as performance~~ grade of category ~~category~~ "F,"
721 failing to make adequate progress, and that has had 2 school
722 years in a 4-year period of such low performance, and the

HB 7087

2006

723 student's attendance occurred during a school year in which such
724 designation was in effect;

725 2. The student has been in attendance elsewhere in the
726 public school system and has been assigned to such school for
727 the next school year; or

728 3. The student is entering kindergarten or first grade and
729 has been notified that the student has been assigned to such
730 school for the next school year.

731 (b) The parent has obtained acceptance for admission of
732 the student to a private school eligible for the program
733 pursuant to subsection (4), and has notified the Department of
734 Education and the school district of the request for an
735 opportunity scholarship no later than July 1 of the first year
736 in which the student intends to use the scholarship.

737
738 The provisions of this section shall not apply to a student who
739 is enrolled in a school operating for the purpose of providing
740 educational services to youth in Department of Juvenile Justice
741 commitment programs. For purposes of continuity of educational
742 choice, the opportunity scholarship shall remain in force until
743 the student returns to a public school or, if the student
744 chooses to attend a private school the highest grade of which is
745 grade 8, until the student matriculates to high school and the
746 public high school to which the student is assigned is an
747 accredited school with a ~~performance grade category designation~~
748 of "C" or better. However, at any time upon reasonable notice to
749 the Department of Education and the school district, the
750 student's parent may remove the student from the private school

HB 7087

2006

and place the student in a public school, as provided in subparagraph (3)(a)2.

(3) SCHOOL DISTRICT OBLIGATIONS.--

(a) A school district shall, for each student enrolled in or assigned to a school that has been designated with a ~~performance~~ grade of ~~category~~ "F" for 2 school years in a 4-year period:

1. Timely notify the parent of the student as soon as such designation is made of all options available pursuant to this section.

2. Offer that student's parent an opportunity to enroll the student in a ~~the~~ public school within the district that has been designated by the state pursuant to s. 1008.34 as a school performing higher than that in which the student is currently enrolled or to which the student has been assigned, but not less than ~~performance~~ grade ~~category~~ "C." The parent is not required to accept this offer in lieu of requesting a state opportunity scholarship to a private school. The opportunity to continue attending the higher performing public school shall remain in force until the student graduates from high school.

(b) The parent of a student enrolled in or assigned to a school that has been designated with a ~~performance~~ grade of ~~category~~ "F" for 2 school years in a 4-year period may choose as an alternative to enroll the student in and transport the student to a higher-performing public school that has available space in an adjacent school district, and that school district shall accept the student and report the student for purposes of

HB 7087

2006

778 the district's funding pursuant to the Florida Education Finance
779 Program.

780 Section 15. Paragraph (b) of subsection (3) of section
781 1003.01, Florida Statutes, is amended to read:

782 1003.01 Definitions.--As used in this chapter, the term:
783 (3)

784 (b) "Special education services" means specially designed
785 instruction and such related services as are necessary for an
786 exceptional student to benefit from education. Such services may
787 include: transportation; diagnostic and evaluation services;
788 social services; physical and occupational therapy; speech and
789 language pathology services; job placement; orientation and
790 mobility training; braillists, typists, and readers for the
791 blind; interpreters and auditory amplification; rehabilitation
792 counseling; transition services; mental health services;
793 guidance and career counseling; specified materials, assistive
794 technology devices, and other specialized equipment; and other
795 such services as approved by rules of the state board.

796 Section 16. Subsection (3) of section 1003.05, Florida
797 Statutes, is amended to read:

798 1003.05 Assistance to transitioning students from military
799 families.--

800 (3) Dependent children of active duty military personnel
801 who otherwise meet the eligibility criteria for special academic
802 programs offered through public schools shall be given first
803 preference for admission to such programs even if the program is
804 being offered through a public school other than the school to
805 which the student would generally be assigned ~~and the school at~~

HB 7087

2006

806 ~~which the program is being offered has reached its maximum~~
 807 ~~enrollment.~~ If such a program is offered through a public school
 808 other than the school to which the student would generally be
 809 assigned, the parent or guardian of the student must assume
 810 responsibility for transporting the student to that school. For
 811 purposes of this subsection, special academic programs include
 812 ~~charter schools,~~ magnet schools, advanced studies programs,
 813 advanced placement, dual enrollment, Advanced International
 814 Certificate of Education, and International Baccalaureate.

815 Section 17. Section 1003.413, Florida Statutes, is created
 816 to read:

817 1003.413 Secondary school reform.--

818 (1) Secondary schools are schools that primarily serve
 819 students in grades 6 through 12. It is the intent of the
 820 Legislature to provide for secondary school reform so that
 821 students promoted from the 8th grade have the necessary academic
 822 skills for success in high school and students graduating from
 823 high school have the necessary skills for success in the
 824 workplace and postsecondary education.

825 (2) Guiding principles for secondary school reform are:

826 (a) Struggling students, especially those in failing
 827 schools, need the highest quality teachers and dramatically
 828 different, innovative approaches to teaching and learning.

829 (b) Every teacher must contribute to every student's
 830 reading improvement.

831 (c) Quality professional development provides teachers and
 832 principals with the tools they need to better serve students.

833 (d) Small learning communities allow teachers to

HB 7087

2006

personalize instruction to better address student learning styles, strengths, and weaknesses.

(e) Intensive intervention in reading and mathematics must occur early and through innovative delivery systems.

(f) Parents need access to tools they can use to monitor their child's progress in school, communicate with teachers, and act early on behalf of their child.

(g) Applied and integrated courses help students see the relationships between subjects and relevance to their futures.

(h) Majors and minors allow students to choose courses and set goals based on their interests and talents.

(i) Master schedules should not determine instruction and must be designed based on student needs, not adult or institutional needs.

(j) Academic and career planning engages students in developing a personally meaningful course of study so they can achieve goals they have set for themselves.

(3) Based on these guiding principles, district school boards shall establish policies to implement the requirements of ss. 1003.4156, 1003.428, and 1003.493. The policies must address:

(a) Procedures for placing and promoting students who enter a Florida public school at grade 6 through grade 12 from out of state or from a foreign country, including a review of the student's prior academic performance.

(b) Alternative methods for students to demonstrate competency in required courses and credits, with special support for students who have been retained.

HB 7087

2006

862 (c) Applied, integrated, and combined courses that provide
863 flexibility for students to enroll in courses that are creative
864 and meet individual learning styles and student needs.

865 (d) Credit recovery courses and intensive reading and
866 mathematics intervention courses based on student performance on
867 the FCAT. These courses should be competency based and offered
868 through innovative delivery systems, including computer-assisted
869 instruction. School districts should use learning gains as well
870 as other appropriate data and provide incentives to identify and
871 reward high-performing teachers who teach credit recovery and
872 intensive intervention courses.

873 (e) Grade forgiveness policies that replace a grade of "D"
874 or "F" with a grade of "C" or higher earned subsequently in the
875 same or a comparable course.

876 (f) Summer academies for students to receive intensive
877 reading and mathematics intervention courses or competency-based
878 credit recovery courses. A student's participation in an
879 instructional or remediation program prior to or immediately
880 following entering grade 9 for the first time shall not affect
881 that student's classification as a first-time 9th grader for
882 reporting purposes.

883 (g) Strategies to support teachers' pursuit of the reading
884 endorsement and emphasize reading instruction professional
885 development for content area teachers.

886 (h) Creative and flexible scheduling designed to meet
887 student needs.

888 (i) Procedures for high school students who have not
889 prepared an electronic personal education plan pursuant to s.

HB 7087

2006

890 | 1003.4156 to prepare such plan.

891 | (j) Tools for parents to regularly monitor student
892 | progress and communicate with teachers.

893 | (k) Additional course requirements for promotion and
894 | graduation which may be determined by each school district in
895 | the student progression plan and may include additional
896 | academic, fine and performing arts, physical education, or
897 | career and technical education courses in order to provide a
898 | complete education program pursuant to s. 1001.41(3).

899 |

900 | Within 30 days after adoption, the district school board
901 | policies shall be submitted to the State Board of Education for
902 | approval. The district school board policies shall be deemed
903 | approved unless specifically rejected by the State Board of
904 | Education within 60 days after receipt.

905 | (4) In order to support the successful implementation of
906 | this section by district school boards, the Department of
907 | Education shall by the 2006-2007 school year:

908 | (a) Increase the number of approved applied, integrated,
909 | and combined courses available to school districts.

910 | (b) Make available a professional development package
911 | designed to provide the information that content area teachers
912 | need to become proficient in applying scientifically based
913 | reading strategies through their content areas.

914 | (c) Share best practices for providing a complete
915 | education program to students enrolled in course recovery,
916 | credit recovery, intensive reading intervention, or intensive
917 | mathematics intervention.

HB 7087

2006

918 (d) Expedite assistance and decisions and coordinate
919 policies throughout all divisions within the department to
920 provide school districts with support to implement this section.

921 (e) Use data to provide the Legislature with an annual
922 longitudinal analysis of the success of this reform effort,
923 including the progress of 6th grade students and 9th grade
924 students scoring at Level 1 on FCAT Reading or FCAT Mathematics.

925 (5) The Commissioner of Education shall create and
926 implement the Secondary School Improvement Award Program to
927 reward public secondary schools that demonstrate continuous
928 student academic improvement and show the greatest gains in
929 student academic achievement in reading and mathematics.

930 Section 18. Section 1003.415, Florida Statutes, is
931 repealed.

932 Section 19. Section 1003.4156, Florida Statutes, is
933 created to read:

934 1003.4156 General requirements for middle grades
935 promotion.--

936 (1) Beginning with students entering grade 6 in the 2006-
937 2007 school year, promotion from a school composed of middle
938 grades 6, 7, and 8 requires that:

939 (a) The student must successfully complete academic
940 courses as follows:

941 1. Three middle school or higher year-long courses in
942 English. These courses shall emphasize literature, composition,
943 and reading for information.

944 2. Three middle school or higher year-long courses in
945 mathematics. Each middle school must offer at least one high-

HB 7087

2006

school-level mathematics course for which students may earn high school credit.

3. Three middle school or higher year-long courses in social studies, including American history and world history.

4. Three middle school or higher year-long courses in science.

5. One half-year course in career exploration and education planning to be completed in grade 7 or grade 8. The course may be taught by any member of the instructional staff; must include a web-based career exploration program; must include educational planning using the online student advising system Florida Academic Counseling and Tracking for Students at the Internet website FACTS.org; must provide information to each student about high school programs and courses that are available, including acceleration mechanisms, career and technical programs, and career and professional academies pursuant to s. 1003.493; and shall result in the completion of an electronic personal education plan. Each student's plan must be signed by the student, the student's guidance counselor, and the student's parent. By January 1, 2007, the Department of Education shall develop a course framework and professional development materials for the career exploration and education planning course.

(b) For each year in which a student scores at Level 1 on FCAT Reading, the student must be enrolled in and complete an intensive reading course the following year. Placement of Level 2 readers in either an intensive reading course or a content area course in which reading strategies are delivered shall be

HB 7087

2006

determined by diagnosis of reading needs. The department shall provide guidance on appropriate strategies for diagnosing and meeting the varying instructional needs of students reading below grade level. Reading courses shall be designed and offered pursuant to the comprehensive reading plan required by s. 1011.62(8).

(c) For each year in which a student scores at Level 1 on FCAT Mathematics, the student must complete an intensive mathematics course the following year, which may be integrated into the student's required mathematics course. These courses are subject to approval by the department for inclusion in the Course Code Directory.

(2) Students in grade 6, grade 7, or grade 8 who are not enrolled in schools with a middle grades configuration are subject to the promotion requirements of this section.

(3) The State Board of Education may adopt rules pursuant to ss. 120.536(1) and 120.54 to implement the provisions of this section and may enforce the provisions of this section pursuant to s. 1008.32.

Section 20. Subsection (1) of section 1003.42, Florida Statutes, is amended to read:

1003.42 Required instruction.--

(1) Each district school board shall provide all courses required for middle grades promotion, high school graduation, and appropriate instruction designed to ensure that all students have the opportunity to meet State Board of Education adopted standards in the following subject areas: reading and other language arts, mathematics, science, social studies, foreign

HB 7087

2006

1002 languages, health and physical education, and the arts.
 1003 Section 21. Section 1003.428, Florida Statutes, is created
 1004 to read:
 1005 1003.428 General requirements for high school graduation;
 1006 revised.--
 1007 (1) Except as otherwise authorized pursuant to s.
 1008 1003.429, beginning with students entering their first year of
 1009 high school in the 2007-2008 school year, graduation requires
 1010 the successful completion of a minimum of 24 credits, an
 1011 International Baccalaureate curriculum, or an Advanced
 1012 International Certificate of Education curriculum. Students must
 1013 be advised of eligibility requirements for state scholarship
 1014 programs and postsecondary admissions.
 1015 (2) The 24 credits may be earned through applied,
 1016 integrated, and combined courses approved by the Department of
 1017 Education and shall be distributed as follows:
 1018 (a) Fourteen core curriculum credits:
 1019 1. Four credits in English, with major concentration in
 1020 composition, reading for information, and literature.
 1021 2. Four credits in mathematics, one of which must be
 1022 Algebra I, a series of courses equivalent to Algebra I, or a
 1023 higher-level mathematics course. School districts are encouraged
 1024 to set specific goals to increase enrollments in, and successful
 1025 completion of, geometry and Algebra II.
 1026 3. Three credits in science, two of which must have a
 1027 laboratory component.
 1028 4. Three credits in social studies as follows: one credit
 1029 in American history; one credit in world history; one-half

HB 7087

2006

1030 credit in economics; and one-half credit in American government.

1031 (b) Ten credits in majors, minors, or electives:

1032 1. Four credits in a major area of study, such as
 1033 sequential courses in a career and technical program, fine and
 1034 performing arts, or academic content area, selected by the
 1035 student as part of the education plan required by s. 1003.4156.
 1036 Annually by October 1, the district school board shall approve
 1037 major areas of study and submit the list of majors to the
 1038 Commissioner of Education for approval. Each major shall be
 1039 deemed approved unless specifically rejected by the commissioner
 1040 within 60 days. Upon approval, each district's majors shall be
 1041 available for use by all school districts and shall be posted on
 1042 the department's website.

1043 2. Six credits in elective courses selected by the student
 1044 as part of the education plan required by s. 1003.4156. These
 1045 credits may be combined to allow for a second major area of
 1046 study pursuant to subparagraph 1., a minor area of study,
 1047 elective courses, intensive reading or mathematics intervention
 1048 courses, or credit recovery courses as described in this
 1049 subparagraph.

1050 a. Minor areas of study are composed of three credits
 1051 selected by the student as part of the education plan required
 1052 by s. 1003.4156 and approved by the district school board.

1053 b. Elective courses are selected by the student in order
 1054 to pursue a complete education program as described in s.
 1055 1001.41(3) and to meet eligibility requirements for
 1056 scholarships.

1057 c. For each year in which a student scores at Level 1 on

HB 7087

2006

1058 FCAT Reading, the student must be enrolled in and complete an
1059 intensive reading course the following year. Placement of Level
1060 2 readers in either an intensive reading course or a content
1061 area course in which reading strategies are delivered shall be
1062 determined by diagnosis of reading needs. The department shall
1063 provide guidance on appropriate strategies for diagnosing and
1064 meeting the varying instructional needs of students reading
1065 below grade level. Reading courses shall be designed and offered
1066 pursuant to the comprehensive reading plan required by s.
1067 1011.62(8).

1068 d. For each year in which a student scores at Level 1 on
1069 FCAT Mathematics, the student must complete an intensive
1070 mathematics course the following year. These courses may be
1071 taught through applied, integrated, or combined courses and are
1072 subject to approval by the department for inclusion in the
1073 Course Code Directory.

1074 e. Credit recovery courses shall be offered so that
1075 students can simultaneously earn an elective credit and the
1076 recovered credit.

1077 (3)(a) A district school board may require specific
1078 courses and programs of study within the minimum credit
1079 requirements for high school graduation and shall modify basic
1080 courses, as necessary, to assure exceptional students the
1081 opportunity to meet the graduation requirements for a standard
1082 diploma, using one of the following strategies:

1083 1. Assignment of the exceptional student to an exceptional
1084 education class for instruction in a basic course with the same
1085 student performance standards as those required of

HB 7087

2006

1086 nonexceptional students in the district school board student
1087 progression plan; or

1088 2. Assignment of the exceptional student to a basic
1089 education class for instruction that is modified to accommodate
1090 the student's exceptionality.

1091 (b) The district school board shall determine which of
1092 these strategies to employ based upon an assessment of the
1093 student's needs and shall reflect this decision in the student's
1094 individual education plan.

1095 (4) Each district school board shall establish standards
1096 for graduation from its schools, which must include:

1097 (a) Earning passing scores on the FCAT, as defined in s.
1098 1008.22(3)(c), or scores on a standardized test that are
1099 concordant with passing scores on the FCAT as defined in s.
1100 1008.22(9).

1101 (b) Completion of all other applicable requirements
1102 prescribed by the district school board pursuant to s. 1008.25.

1103 (c) Achievement of a cumulative grade point average of 2.0
1104 on a 4.0 scale, or its equivalent, in the courses required by
1105 this section.

1106 (5) The State Board of Education, after a public hearing
1107 and consideration, shall adopt rules based upon the
1108 recommendations of the commissioner for the provision of test
1109 accommodations and modifications of procedures as necessary for
1110 students with disabilities which will demonstrate the student's
1111 abilities rather than reflect the student's impaired sensory,
1112 manual, speaking, or psychological process skills.

1113 (6) The public hearing and consideration required in

HB 7087

2006

1114 subsection (5) shall not be construed to amend or nullify the
1115 requirements of security relating to the contents of
1116 examinations or assessment instruments and related materials or
1117 data as prescribed in s. 1008.23.

1118 (7)(a) A student who meets all requirements prescribed in
1119 subsections (1), (2), (3), and(4) shall be awarded a standard
1120 diploma in a form prescribed by the State Board of Education.

1121 (b) A student who completes the minimum number of credits
1122 and other requirements prescribed by subsections (1), (2), and
1123 (3), but who is unable to meet the standards of paragraph
1124 (4)(a), paragraph (4)(b), or paragraph (4)(c), shall be awarded
1125 a certificate of completion in a form prescribed by the State
1126 Board of Education. However, any student who is otherwise
1127 entitled to a certificate of completion may elect to remain in
1128 the secondary school either as a full-time student or a part-
1129 time student for up to 1 additional year and receive special
1130 instruction designed to remedy his or her identified
1131 deficiencies.

1132 (8)(a) Each district school board must provide instruction
1133 to prepare students with disabilities to demonstrate proficiency
1134 in the skills and competencies necessary for successful grade-
1135 to-grade progression and high school graduation.

1136 (b) A student with a disability, as defined in s.
1137 1007.02(2), for whom the individual education plan (IEP)
1138 committee determines that the FCAT cannot accurately measure the
1139 student's abilities taking into consideration all allowable
1140 accommodations, shall have the FCAT requirement of paragraph
1141 (4)(a) waived for the purpose of receiving a standard high

HB 7087

2006

1142 school diploma, if the student:

1143 1. Completes the minimum number of credits and other
1144 requirements prescribed by subsections (1), (2), and (3).

1145 2. Does not meet the requirements of paragraph (4)(a)
1146 after one opportunity in 10th grade and one opportunity in 11th
1147 grade.

1148 (9) The Commissioner of Education may award a standard
1149 high school diploma to honorably discharged veterans who started
1150 high school between 1937 and 1946 and were scheduled to graduate
1151 between 1941 and 1950 but were inducted into the United States
1152 Armed Forces between September 16, 1940, and December 31, 1946,
1153 prior to completing the necessary high school graduation
1154 requirements. Upon the recommendation of the commissioner, the
1155 State Board of Education may develop criteria and guidelines for
1156 awarding such diplomas.

1157 (10) The Commissioner of Education may award a standard
1158 high school diploma to honorably discharged veterans who started
1159 high school between 1946 and 1950 and were scheduled to graduate
1160 between 1950 and 1954, but were inducted into the United States
1161 Armed Forces between June 27, 1950, and January 31, 1955, and
1162 served during the Korean Conflict prior to completing the
1163 necessary high school graduation requirements. Upon the
1164 recommendation of the commissioner, the State Board of Education
1165 may develop criteria and guidelines for awarding such diplomas.

1166 (11) The State Board of Education may adopt rules pursuant
1167 to ss. 120.536(1) and 120.54 to implement the provisions of this
1168 section and may enforce the provisions of this section pursuant
1169 to s. 1008.32.

HB 7087

2006

Section 22. Section 1003.437, Florida Statutes, is amended to read:

1003.437 Middle and high school grading system.--The grading system and interpretation of letter grades used for students in public high schools in grades 6 through 12 shall be as follows:

(1) Grade "A" equals 90 percent through 100 percent, has a grade point average value of 4, and is defined as "outstanding progress."

(2) Grade "B" equals 80 percent through 89 percent, has a grade point average value of 3, and is defined as "above average progress."

(3) Grade "C" equals 70 percent through 79 percent, has a grade point average value of 2, and is defined as "average progress."

(4) Grade "D" equals 60 percent through 69 percent, has a grade point average value of 1, and is defined as "lowest acceptable progress."

(5) Grade "F" equals zero percent through 59 percent, has a grade point average value of zero, and is defined as "failure."

(6) Grade "I" equals zero percent, has a grade point average value of zero, and is defined as "incomplete."

For the purposes of class ranking for students in grades 9 through 12, district school boards may exercise a weighted grading system.

Section 23. Subsections (3) and (4) of section 1003.492,

HB 7087

2006

1198 Florida Statutes, are repealed.

1199 Section 24. Section 1003.493, Florida Statutes, is created
1200 to read:

1201 1003.493 Career and professional academies.--

1202 (1) A career and professional academy is a research-based
1203 program that integrates a rigorous academic curriculum with an
1204 industry-driven career curriculum. Career and professional
1205 academies may be offered by public schools, school districts, or
1206 the Florida Virtual School. Students completing career and
1207 professional academy programs receive a standard high school
1208 diploma, the highest available industry certification, and
1209 postsecondary credit if the academy partners with a
1210 postsecondary institution.

1211 (2) The goals of career and professional academies are to:

1212 (a) Increase student academic achievement and graduation
1213 rates through integrated academic and career curricula.

1214 (b) Focus on career preparation through rigorous academics
1215 and industry certification.

1216 (c) Raise student aspiration and commitment to academic
1217 achievement and work ethics.

1218 (d) Support the revised graduation requirements pursuant
1219 to s. 1003.428 by providing creative, applied majors.

1220 (e) Promote acceleration mechanisms, such as dual
1221 enrollment, articulated credit, or occupational completion
1222 points, so that students may earn postsecondary credit while in
1223 high school.

1224 (f) Support the state's economy by meeting industry needs
1225 for skilled employees in high-demand occupations.

HB 7087

2006

1226 (3) A career and professional academy may be offered as
 1227 one of the following small learning communities:

1228 (a) A school-within-a-school career academy, as part of an
 1229 existing high school, that provides courses in one occupational
 1230 cluster. Students in the high school are not required to be
 1231 students in the academy.

1232 (b) A total school configuration providing multiple
 1233 academies each structured around an occupational cluster. Every
 1234 student in the school is in an academy.

1235 (4) Each career and professional academy must:

1236 (a) Provide a rigorous standards-based academic curriculum
 1237 integrated with a career curriculum. The curriculum must take
 1238 into consideration multiple styles of student learning; promote
 1239 learning by doing through application and adaptation; maximize
 1240 relevance of the subject matter; enhance each student's capacity
 1241 to excel; and include an emphasis on work habits and work
 1242 ethics.

1243 (b) Include one or more partnerships with postsecondary
 1244 institutions, businesses, industry, employers, economic
 1245 development organizations, or other appropriate partners from
 1246 the local community. Such partnerships must provide
 1247 opportunities for:

1248 1. Instruction from highly skilled professionals.
 1249 2. Internships, externships, and on-the-job training.
 1250 3. A postsecondary degree, diploma, or certificate.
 1251 4. The highest available level of industry certification.

1252 Where no national or state certification exists, school
 1253 districts may establish a local certification in conjunction

HB 7087

2006

1254 with the local workforce development board, the chamber of
1255 commerce, or the Agency for Workforce Innovation.

1256 5. Maximum articulation of credits pursuant to s. 1007.23
1257 upon program completion.

1258 (c) Provide creative and tailored student advisement,
1259 including parent participation and coordination with middle
1260 schools to provide career exploration and education planning as
1261 required under s. 1003.4156. Coordination with middle schools
1262 must provide information to middle school students about
1263 secondary and postsecondary career education programs and
1264 academies.

1265 (d) Provide a career education certification on the high
1266 school diploma pursuant to s. 1003.431.

1267 (e) Provide instruction in careers designated as high
1268 growth, high demand, and high pay by the local workforce
1269 development board, the chamber of commerce, or the Agency for
1270 Workforce Innovation.

1271 (f) Deliver academic content through instruction relevant
1272 to the career, including intensive reading and mathematics
1273 intervention required by s. 1003.428, with an emphasis on
1274 strengthening reading for information skills.

1275 (g) Provide instruction resulting in competency,
1276 certification, or credentials in workplace skills, including,
1277 but not limited to, communication skills, interpersonal skills,
1278 decisionmaking skills, the importance of attendance and
1279 timeliness in the work environment, and work ethics.

1280 (h) Provide opportunities for students to obtain the
1281 Florida Ready to Work Certification pursuant to s. 1004.99.

HB 7087

2006

1282 (i) Include an evaluation plan developed jointly with the
 1283 Department of Education. The evaluation plan must include a
 1284 self-assessment tool based on standards, such as the Career
 1285 Academy National Standards of Practice, and outcome measures
 1286 including, but not limited to, graduation rates, enrollment in
 1287 postsecondary education, business and industry satisfaction,
 1288 employment and earnings, achievement of industry certification,
 1289 awards of postsecondary credit, and FCAT achievement levels and
 1290 learning gains.

1291 Section 25. Section 1003.57, Florida Statutes, is amended
 1292 to read:

1293 1003.57 Exceptional students instruction.--

1294 (1) Each district school board shall provide for an
 1295 appropriate program of special instruction, facilities, and
 1296 services for exceptional students as prescribed by the State
 1297 Board of Education as acceptable, including provisions that:

1298 (a)~~(1)~~ The district school board provide the necessary
 1299 professional services for diagnosis and evaluation of
 1300 exceptional students.

1301 (b)~~(2)~~ The district school board provide the special
 1302 instruction, classes, and services, either within the district
 1303 school system, in cooperation with other district school
 1304 systems, or through contractual arrangements with approved
 1305 private schools or community facilities that meet standards
 1306 established by the commissioner.

1307 (c)~~(3)~~ The district school board annually provide
 1308 information describing the Florida School for the Deaf and the
 1309 Blind and all other programs and methods of instruction

HB 7087

2006

1310 available to the parent of a sensory-impaired student.

1311 (d) ~~(4)~~ The district school board, once every 3 years,
1312 submit to the department its proposed procedures for the
1313 provision of special instruction and services for exceptional
1314 students.

1315 (e) ~~(5)~~ A ~~No~~ student may not be given special instruction
1316 or services as an exceptional student until after he or she has
1317 been properly evaluated, classified, and placed in the manner
1318 prescribed by rules of the State Board of Education. The parent
1319 of an exceptional student evaluated and placed or denied
1320 placement in a program of special education shall be notified of
1321 each such evaluation and placement or denial. Such notice shall
1322 contain a statement informing the parent that he or she is
1323 entitled to a due process hearing on the identification,
1324 evaluation, and placement, or lack thereof. Such hearings shall
1325 be exempt from the provisions of ss. 120.569, 120.57, and
1326 286.011, except to the extent that the State Board of Education
1327 adopts rules establishing other procedures and any records
1328 created as a result of such hearings shall be confidential and
1329 exempt from the provisions of s. 119.07(1). The hearing must be
1330 conducted by an administrative law judge from the Division of
1331 Administrative Hearings of the Department of Management
1332 Services. The decision of the administrative law judge shall be
1333 final, except that any party aggrieved by the finding and
1334 decision rendered by the administrative law judge shall have the
1335 right to bring a civil action in the circuit court. In such an
1336 action, the court shall receive the records of the
1337 administrative hearing and shall hear additional evidence at the

HB 7087

2006

1338 request of either party. In the alternative, any party aggrieved
 1339 by the finding and decision rendered by the administrative law
 1340 judge shall have the right to request an impartial review of the
 1341 administrative law judge's order by the district court of appeal
 1342 as provided by s. 120.68. Notwithstanding any law to the
 1343 contrary, during the pendency of any proceeding conducted
 1344 pursuant to this section, unless the district school board and
 1345 the parents otherwise agree, the student shall remain in his or
 1346 her then-current educational assignment or, if applying for
 1347 initial admission to a public school, shall be assigned, with
 1348 the consent of the parents, in the public school program until
 1349 all such proceedings have been completed.

1350 (f)~~(6)~~ In providing for the education of exceptional
 1351 students, the district school superintendent, principals, and
 1352 teachers shall utilize the regular school facilities and adapt
 1353 them to the needs of exceptional students to the maximum extent
 1354 appropriate. Segregation of exceptional students shall occur
 1355 only if the nature or severity of the exceptionality is such
 1356 that education in regular classes with the use of supplementary
 1357 aids and services cannot be achieved satisfactorily.

1358 (g)~~(7)~~ In addition to the services agreed to in a
 1359 student's individual education plan, the district school
 1360 superintendent shall fully inform the parent of a student having
 1361 a physical or developmental disability of all available services
 1362 that are appropriate for the student's disability. The
 1363 superintendent shall provide the student's parent with a summary
 1364 of the student's rights.

1365 (2) (a) An exceptional student with a disability who

HB 7087

2006

1366 resides in a residential facility and receives special
1367 instruction or services is considered a resident of the state in
1368 which the student's parent is a resident. The cost of such
1369 instruction, facilities, and services for a nonresident student
1370 with a disability shall be provided by the placing authority in
1371 the student's state of residence, such as a public school
1372 entity, other placing authority, or parent. A nonresident
1373 student with a disability may not be reported by any school
1374 district for FTE funding in the Florida Education Finance
1375 Program.

1376 (b) The Department of Education shall provide to each
1377 school district a statement of the specific limitations of the
1378 district's financial obligation for exceptional students with
1379 disabilities under federal and state law. The department shall
1380 also provide to each school district technical assistance as
1381 necessary for developing a local plan to impose on a student's
1382 home state the fiscal responsibility for educating a nonresident
1383 exceptional student with a disability.

1384 (c) The Department of Education shall develop a process by
1385 which a school district must, before providing services to an
1386 exceptional student with a disability who resides in a
1387 residential facility in this state, review the residency of the
1388 student. The residential facility, not the district, is
1389 responsible for billing and collecting from a nonresidential
1390 student's home state payment for the student's educational and
1391 related services.

1392 (d) This subsection applies to any nonresident student
1393 with a disability who resides in a residential facility and who

HB 7087

2006

receives instruction as an exceptional student with a disability
in any type of residential facility in this state, including,
but not limited to, a public school, a private school, a group
home facility as defined in s. 393.063, an intensive residential
treatment program for children and adolescents as defined in s.
395.002, a facility as defined in s. 394.455, an intermediate
care facility for the developmentally disabled or ICF/DD as
defined in s. 393.063 or s. 400.960, or a community residential
home as defined in s. 419.001.

Section 26. Section 1003.576, Florida Statutes, is created
to read:

1003.576 Individual education plans for exceptional
students.--The Department of Education shall develop an
individual education plan (IEP) form for use in developing and
implementing individual education plans for exceptional
students. The IEP form must be available electronically, include
notice of testing accommodations pursuant to s. 1008.22(3), and
have a streamlined format. To provide for the use of an existing
IEP form when a student transfers from one school district to
another, the IEP form developed by the department must be used
in each school district in the state.

Section 27. Subsection (3) of section 1003.58, Florida
Statutes, is amended to read:

1003.58 Students in residential care facilities.--Each
district school board shall provide educational programs
according to rules of the State Board of Education to students
who reside in residential care facilities operated by the
Department of Children and Family Services.

HB 7087

2006

(3) The district school board shall have full and complete authority in the matter of the assignment and placement of such students in educational programs. The parent of an exceptional student shall have the same due process rights as are provided under s. 1003.57(1)(e)~~(5)~~.

Notwithstanding the provisions herein, the educational program at the Marianna Sunland Center in Jackson County shall be operated by the Department of Education, either directly or through grants or contractual agreements with other public or duly accredited educational agencies approved by the Department of Education.

Section 28. Paragraph (a) of subsection (1) and paragraph (a) of subsection (2) of section 1003.62, Florida Statutes, are amended to read:

1003.62 Academic performance-based charter school districts.--The State Board of Education may enter into a performance contract with district school boards as authorized in this section for the purpose of establishing them as academic performance-based charter school districts. The purpose of this section is to examine a new relationship between the State Board of Education and district school boards that will produce significant improvements in student achievement, while complying with constitutional and statutory requirements assigned to each entity.

(1) ACADEMIC PERFORMANCE-BASED CHARTER SCHOOL DISTRICT.--

(a) A school district shall be eligible for designation as an academic performance-based charter school district if it is a

HB 7087

2006

1450 high-performing school district in which a minimum of 50 percent
 1451 of the schools earn a ~~performance~~ grade of category "A" or "B"
 1452 and in which no school earns a ~~performance~~ grade of category "D"
 1453 or "F" for 2 consecutive years pursuant to s. 1008.34. Schools
 1454 that receive a ~~performance~~ grade of category "I" or "N" shall
 1455 not be included in this calculation. The performance contract
 1456 for a school district that earns a charter based on school
 1457 ~~performance~~ grades shall be predicated on maintenance of at
 1458 least 50 percent of the schools in the school district earning a
 1459 ~~performance~~ grade of category "A" or "B" with no school in the
 1460 school district earning a ~~performance~~ grade of category "D" or
 1461 "F" for 2 consecutive years. A school district in which the
 1462 number of schools that earn a ~~performance~~ grade of "A" or "B" is
 1463 less than 50 percent may have its charter renewed for 1 year;
 1464 however, if the percentage of "A" or "B" schools is less than 50
 1465 percent for 2 consecutive years, the charter shall not be
 1466 renewed.

1467 (2) EXEMPTION FROM STATUTES AND RULES.--

1468 (a) An academic performance-based charter school district
 1469 shall operate in accordance with its charter and shall be exempt
 1470 from certain State Board of Education rules and statutes if the
 1471 State Board of Education determines such an exemption will
 1472 assist the district in maintaining or improving its high-
 1473 performing status pursuant to paragraph (1)(a). However, the
 1474 State Board of Education may not exempt an academic performance-
 1475 based charter school district from any of the following
 1476 statutes:

HB 7087

2006

1477 1. Those statutes pertaining to the provision of services
1478 to students with disabilities.

1479 2. Those statutes pertaining to civil rights, including s.
1480 1000.05, relating to discrimination.

1481 3. Those statutes pertaining to student health, safety,
1482 and welfare.

1483 4. Those statutes governing the election or compensation
1484 of district school board members.

1485 5. Those statutes pertaining to the student assessment
1486 program and the school grading system, including chapter 1008.

1487 6. Those statutes pertaining to financial matters,
1488 including chapter 1010.

1489 7. Those statutes pertaining to planning and budgeting,
1490 including chapter 1011, except that ss. 1011.64 and 1011.69
1491 shall be eligible for exemption.

1492 8. Sections 1012.22(1)(c) and 1012.27(2), relating to
1493 performance-pay policies and differentiated pay for school
1494 administrators and instructional personnel. Professional service
1495 contracts shall be subject to the provisions of ss. 1012.33 and
1496 1012.34.

1497 9. Those statutes pertaining to educational facilities,
1498 including chapter 1013, except as specified under contract with
1499 the State Board of Education. However, no contractual provision
1500 that could have the effect of requiring the appropriation of
1501 additional capital outlay funds to the academic performance-
1502 based charter school district shall be valid.

1503 Section 29. Section 1004.99, Florida Statutes, is created
1504 to read:

HB 7087

2006

1505 1004.99 Florida Ready to Work Certification Program.--

1506 (1) There is created the Florida Ready to Work
 1507 Certification Program to enhance the workplace skills of
 1508 Florida's students to better prepare them for successful entry-
 1509 level employment in specific occupations.

1510 (2) The Florida Ready to Work Certification Program may be
 1511 conducted in public high schools, community colleges, technical
 1512 centers, one-stop career centers, vocational rehabilitation
 1513 centers, and Department of Juvenile Justice educational
 1514 facilities. The Department of Education shall establish
 1515 institutional readiness criteria for program implementation.

1516 (3) The Florida Ready to Work Certification Program shall
 1517 be composed of:

1518 (a) A comprehensive identification of workplace skills for
 1519 each occupation identified for inclusion in the program by the
 1520 Agency for Workforce Innovation.

1521 (b) A preinstructional assessment that delineates the
 1522 student's mastery level on the specific workplace skills
 1523 identified for that occupation.

1524 (c) A targeted instructional program limited to those
 1525 identified workplace skills in which the student is not
 1526 proficient as measured by the preinstructional assessment.
 1527 Instruction must utilize a web-based program and be customized
 1528 to meet identified specific needs of local employers.

1529 (d) A certificate and portfolio awarded to students upon
 1530 successful completion of the instruction. Each portfolio must
 1531 delineate the skills demonstrated by the student as evidence of
 1532 the student's preparation for employment.

HB 7087

2006

1533 (4) The State Board of Education, in consultation with the
 1534 Agency for Workforce Innovation, may adopt rules pursuant to ss.
 1535 120.536(1) and 120.54 to implement the provisions of this
 1536 section.

1537 Section 30. Subsection (4) of section 1006.09, Florida
 1538 Statutes, is amended to read:

1539 1006.09 Duties of school principal relating to student
 1540 discipline and school safety.--

1541 (4) When a student has been the victim of a violent crime
 1542 perpetrated by another student who attends the same school, the
 1543 school principal shall make full and effective use of the
 1544 provisions of subsection (2) and s. 1006.13(5). A school
 1545 principal who fails to comply with this subsection shall be
 1546 ineligible for any portion of the performance-pay ~~performance~~
 1547 ~~pay~~ policy incentive or the differentiated pay under s.
 1548 1012.22(1)(c). However, if any party responsible for
 1549 notification fails to properly notify the school, the school
 1550 principal shall be eligible for the incentive or differentiated
 1551 pay.

1552 Section 31. Paragraph (c) of subsection (3) of section
 1553 1007.2615, Florida Statutes, is amended to read:

1554 1007.2615 American Sign Language; findings; foreign-
 1555 language credits authorized; teacher licensing.--

1556 (3) DUTIES OF COMMISSIONER OF EDUCATION AND STATE BOARD OF
 1557 EDUCATION; LICENSING OF AMERICAN SIGN LANGUAGE TEACHERS; PLAN
 1558 FOR POSTSECONDARY EDUCATION PROVIDERS.--

1559 (c) An ASL teacher must be certified by the Department of
 1560 Education by July 1, 2009 ~~January 1, 2008, and must obtain~~

HB 7087

2006

1561 ~~current certification through the Florida American Sign Language~~
 1562 ~~Teachers' Association (FASLTA) by January 1, 2006. New FASLTA~~
 1563 ~~certification may be used by current ASL teachers as an~~
 1564 ~~alternative certification track.~~

1565 Section 32. Paragraph (f) of subsection (1), paragraphs
 1566 (c) and (e) of subsection (3), and subsection (9) of section
 1567 1008.22, Florida Statutes, are amended, paragraph (g) is added
 1568 to subsection (3), subsection (10) is renumbered as subsection
 1569 (11), and a new subsection (10) is added to that section, to
 1570 read:

1571 1008.22 Student assessment program for public schools.--

1572 (1) PURPOSE.--The primary purposes of the student
 1573 assessment program are to provide information needed to improve
 1574 the public schools by enhancing the learning gains of all
 1575 students and to inform parents of the educational progress of
 1576 their public school children. The program must be designed to:

1577 (f) Provide information on the performance of Florida
 1578 students compared with that of other students ~~others~~ across the
 1579 United States.

1580 (3) STATEWIDE ASSESSMENT PROGRAM.--The commissioner shall
 1581 design and implement a statewide program of educational
 1582 assessment that provides information for the improvement of the
 1583 operation and management of the public schools, including
 1584 schools operating for the purpose of providing educational
 1585 services to youth in Department of Juvenile Justice programs.
 1586 The commissioner may enter into contracts for the continued
 1587 administration of the assessment, testing, and evaluation
 1588 programs authorized and funded by the Legislature. Contracts may

HB 7087

2006

1589 be initiated in 1 fiscal year and continue into the next and may
1590 be paid from the appropriations of either or both fiscal years.
1591 The commissioner is authorized to negotiate for the sale or
1592 lease of tests, scoring protocols, test scoring services, and
1593 related materials developed pursuant to law. Pursuant to the
1594 statewide assessment program, the commissioner shall:

1595 (c) Develop and implement a student achievement testing
1596 program known as the Florida Comprehensive Assessment Test
1597 (FCAT) as part of the statewide assessment program, ~~to be~~
1598 ~~administered annually in grades 3 through 10~~ to measure reading,
1599 writing, science, and mathematics. Other content areas may be
1600 included as directed by the commissioner. The assessment of
1601 reading and mathematics shall be administered annually in grades
1602 3 through 10. The assessment of writing and science shall be
1603 administered at least once at each of the elementary, middle,
1604 and high school levels. The commissioner must document the
1605 procedures that ensure that the versions of the FCAT taken by
1606 students retaking the grade 10 FCAT are as equally challenging
1607 and difficult as the tests taken by students in grade 10 that
1608 contain performance tasks. The testing program must be designed
1609 so that:

1610 1. The tests measure student skills and competencies
1611 adopted by the State Board of Education as specified in
1612 paragraph (a). The tests must measure and report student
1613 proficiency levels in reading, writing, mathematics, and
1614 science. The commissioner shall provide for the tests to be
1615 developed or obtained, as appropriate, through contracts and
1616 project agreements with private vendors, public vendors, public

HB 7087

2006

1617 agencies, postsecondary educational institutions, or school
1618 districts. The commissioner shall obtain input with respect to
1619 the design and implementation of the testing program from state
1620 educators and the public.

1621 2. The testing program will include a combination of norm-
1622 referenced and criterion-referenced tests and include, to the
1623 extent determined by the commissioner, questions that require
1624 the student to produce information or perform tasks in such a
1625 way that the skills and competencies he or she uses can be
1626 measured.

1627 3. Each testing program, whether at the elementary,
1628 middle, or high school level, includes a test of writing in
1629 which students are required to produce writings that are then
1630 scored by appropriate methods.

1631 4. A score is designated for each subject area tested,
1632 below which score a student's performance is deemed inadequate.
1633 The school districts shall provide appropriate remedial
1634 instruction to students who score below these levels.

1635 5. Except as provided in s. 1003.428(8)(b) or s.
1636 1003.43(11)(b), students must earn a passing score on the grade
1637 10 assessment test described in this paragraph or attain
1638 concordant scores ~~on an alternate assessment~~ as described in
1639 subsection (9) in reading, writing, and mathematics to qualify
1640 for a regular high school diploma. The State Board of Education
1641 shall designate a passing score for each part of the grade 10
1642 assessment test. In establishing passing scores, the state board
1643 shall consider any possible negative impact of the test on
1644 minority students. ~~All students who took the grade 10 FCAT~~

HB 7087

2006

1645 ~~during the 2000-2001 school year shall be required to earn the~~
 1646 ~~passing scores in reading and mathematics established by the~~
 1647 ~~State Board of Education for the March 2001 test administration.~~
 1648 ~~Such students who did not earn the established passing scores~~
 1649 ~~and must repeat the grade 10 FCAT are required to earn the~~
 1650 ~~passing scores established for the March 2001 test~~
 1651 ~~administration. All students who take the grade 10 FCAT for the~~
 1652 ~~first time in March 2002 shall be required to earn the passing~~
 1653 ~~scores in reading and mathematics established by the State Board~~
 1654 ~~of Education for the March 2002 test administration. The State~~
 1655 Board of Education shall adopt rules which specify the passing
 1656 scores for the grade 10 FCAT. Any such rules, which have the
 1657 effect of raising the required passing scores, shall only apply
 1658 to students taking the grade 10 FCAT for the first time after
 1659 such rules are adopted by the State Board of Education.

1660 6. Participation in the testing program is mandatory for
 1661 all students attending public school, including students served
 1662 in Department of Juvenile Justice programs, except as otherwise
 1663 prescribed by the commissioner. If a student does not
 1664 participate in the statewide assessment, the district must
 1665 notify the student's parent and provide the parent with
 1666 information regarding the implications of such nonparticipation.
 1667 If modifications are made in the student's instruction to
 1668 provide accommodations that would not be permitted on the
 1669 statewide assessment tests, the district must notify the
 1670 student's parent of the implications of such instructional
 1671 modifications. A parent must provide signed consent for a
 1672 student to receive instructional modifications that would not be

HB 7087

2006

permitted on the statewide assessments and must acknowledge in writing that he or she understands the implications of such accommodations. The State Board of Education shall adopt rules, based upon recommendations of the commissioner, for the provision of test accommodations and modifications of procedures as necessary for students in exceptional education programs and for students who have limited English proficiency. Accommodations that negate the validity of a statewide assessment are not allowable.

7. A student seeking an adult high school diploma must meet the same testing requirements that a regular high school student must meet.

8. District school boards must provide instruction to prepare students to demonstrate proficiency in the skills and competencies necessary for successful grade-to-grade progression and high school graduation. If a student is provided with accommodations or modifications that are not allowable in the statewide assessment program, as described in the test manuals, the district must inform the parent in writing and must provide the parent with information regarding the impact on the student's ability to meet expected proficiency levels in reading, writing, and math. The commissioner shall conduct studies as necessary to verify that the required skills and competencies are part of the district instructional programs.

9. District school boards must provide opportunities for students to demonstrate an acceptable level of performance on an alternative standardized assessment approved by the State Board of Education following enrollment in summer academies.

HB 7087

2006

1701 ~~10.9-~~ The Department of Education must develop, or select,
1702 and implement a common battery of assessment tools that will be
1703 used in all juvenile justice programs in the state. These tools
1704 must accurately measure the skills and competencies established
1705 in the ~~Florida~~ Sunshine State Standards.

1706
1707 The commissioner may design and implement student testing
1708 programs, for any grade level and subject area, necessary to
1709 effectively monitor educational achievement in the state.

1710 (e) Conduct ongoing research and analysis of student
1711 achievement data, including, without limitation, monitoring
1712 trends in student achievement by grade level and overall student
1713 achievement, identifying school programs that are successful,
1714 and analyzing correlates of school achievement.

1715 (g) Study the cost and student achievement impact of
1716 secondary end-of-course assessments, including web-based and
1717 performance formats, and report to the Legislature prior to
1718 implementation.

1719 (9) CONCORDANT SCORES FOR THE FCAT EQUIVALENCIES FOR
1720 STANDARDIZED TESTS.--

1721 (a) The State Board of Education shall analyze the content
1722 and concordant data sets for widely used high school achievement
1723 tests, including, but not limited to, the PSAT, PLAN, SAT, ACT,
1724 and College Placement Test, to assess if concordant scores can
1725 be determined that correspond to those required on the FCAT for
1726 high school graduation. In cases where concordant scores can be
1727 determined, the Commissioner of Education shall adopt those
1728 scores as meeting the graduation requirement in lieu of

HB 7087

2006

1729 achieving the FCAT passing score. Each time that test content or
 1730 scoring procedures are changed for either the FCAT or one of the
 1731 identified tests, new concordant scores must be determined. The
 1732 use of concordant scores shall take effect for students who are
 1733 eligible to graduate beginning in the 2003-2004 academic year
 1734 and thereafter. The Commissioner of Education shall approve the
 1735 use of the SAT and ACT tests as alternative assessments to the
 1736 grade 10 FCAT for the 2003-2004 school year.

1737 (b) Students who attain concordant scores pursuant to this
 1738 subsection on the SAT or ACT which equate to the passing scores
 1739 on the grade 10 FCAT for purposes of high school graduation
 1740 shall satisfy the assessment requirement for a standard high
 1741 school diploma as provided in s. 1003.429(6)(a) or s.
 1742 1003.43(5)(a) for the 2003-2004 school year if the students meet
 1743 the requirement in paragraph (c) ~~(b)~~.

1744 (c) ~~(b)~~ A student shall be required to take each subject
 1745 area of the grade 10 FCAT a total of three times without earning
 1746 a passing score in order to use the concordant subject area
 1747 scores on an alternative assessment pursuant to this subsection
 1748 paragraph (a). This requirement shall not apply to a new student
 1749 who enters the Florida is a new student to the public school
 1750 system in grade 12, who may either take the FCAT or use approved
 1751 concordant scores to fulfill the graduation requirement.

1752 (10) REPORTS.--The Department of Education shall annually
 1753 provide a report to the Governor, the President of the Senate,
 1754 and the Speaker of the House of Representatives on the
 1755 following:

HB 7087

2006

1756 (a) Longitudinal performance of students in mathematics
 1757 and reading.

1758 (b) Longitudinal performance of students by grade level in
 1759 mathematics and reading.

1760 (c) Longitudinal performance regarding efforts to close
 1761 the achievement gap.

1762 (d) Longitudinal performance of students on the norm-
 1763 referenced component of the FCAT.

1764 (e) Other student performance data based on national norm-
 1765 referenced and criterion-referenced tests, when available, and
 1766 numbers of students who after 8th grade enroll in adult
 1767 education rather than other secondary education.

1768 Section 33. Section 1008.221, Florida Statutes, is
 1769 repealed.

1770 Section 34. Paragraph (b) of subsection (4) and paragraph
 1771 (b) of subsection (8) of section 1008.25, Florida Statutes, are
 1772 amended, and paragraph (c) is added to subsection (8) of that
 1773 section, to read:

1774 1008.25 Public school student progression; remedial
 1775 instruction; reporting requirements.--

1776 (4) ASSESSMENT AND REMEDIATION.--

1777 (b) The school in which the student is enrolled must
 1778 develop, in consultation with the student's parent, and must
 1779 implement an academic improvement plan designed to assist the
 1780 student in meeting state and district expectations for
 1781 proficiency. ~~For a student for whom a personalized middle school~~
 1782 ~~success plan is required pursuant to s. 1003.415, the middle~~
 1783 ~~school success plan must be incorporated in the student's~~

HB 7087

2006

1784 ~~academic improvement plan.~~ Beginning with the 2002-2003 school
1785 year, if the student has been identified as having a deficiency
1786 in reading, the academic improvement plan shall identify the
1787 student's specific areas of deficiency in phonemic awareness,
1788 phonics, fluency, comprehension, and vocabulary; the desired
1789 levels of performance in these areas; and the instructional and
1790 support services to be provided to meet the desired levels of
1791 performance. Schools shall also provide for the frequent
1792 monitoring of the student's progress in meeting the desired
1793 levels of performance. District school boards may require low-
1794 performing students to attend remediation programs held before
1795 or after regular school hours or during the summer, upon the
1796 request of the school principal, and shall assist schools and
1797 teachers to implement research-based reading activities that
1798 have been shown to be successful in teaching reading to low-
1799 performing students. Remedial instruction provided during high
1800 school may not be in lieu of English and mathematics credits
1801 required for graduation.

1802 (8) ANNUAL REPORT.--

1803 (b) ~~Beginning with the 2001-2002 school year,~~ Each
1804 district school board must annually publish in the local
1805 newspaper, and report in writing to the State Board of Education
1806 by September 1 of each year, the following information on the
1807 prior school year:

1808 1. The provisions of this section relating to public
1809 school student progression and the district school board's
1810 policies and procedures on student retention and promotion.

HB 7087

2006

1811 2. By grade, the number and percentage of all students in
1812 grades 3 through 10 performing at Levels 1 and 2 on the reading
1813 portion of the FCAT.

1814 3. By grade, the number and percentage of all students
1815 retained in grades 3 through 10.

1816 4. Information on the total number of students who were
1817 promoted for good cause, by each category of good cause as
1818 specified in paragraph (6)(b).

1819 5. Any revisions to the district school board's policy on
1820 student retention and promotion from the prior year.

1821 (c) The Department of Education shall establish a uniform
1822 format for school districts to report the information required
1823 in paragraph (b). The format shall be developed with input from
1824 district school boards and shall be provided not later than 90
1825 days prior to the annual due date. The department shall annually
1826 compile the information required in subparagraphs (b)2., 3., and
1827 4., along with state-level summary information, and report such
1828 information to the Governor, the President of the Senate, and
1829 the Speaker of the House of Representatives.

1830 Section 35. Section 1008.301, Florida Statutes, is
1831 repealed.

1832 Section 36. Paragraphs (d) and (e) of subsection (1),
1833 paragraphs (b) and (c) of subsection (2), and subsection (3) of
1834 section 1008.31, Florida Statutes, are amended, and subsection
1835 (4) is added to that section, to read:

1836 1008.31 Florida's K-20 education performance
1837 accountability system; legislative intent; ~~performance-based~~

HB 7087

2006

1838 ~~funding,~~ mission, goals, and systemwide measures; data quality
1839 improvements.--

1840 (1) LEGISLATIVE INTENT.--It is the intent of the
1841 Legislature that:

1842 (d) The State Board of Education and the Board of
1843 Governors of the State University System recommend to the
1844 Legislature systemwide performance standards; the Legislature
1845 establish systemwide performance measures and standards; and the
1846 systemwide measures and standards provide Floridians with
1847 information on what the public is receiving in return for the
1848 funds it invests in education and how well the K-20 system
1849 educates its students.

1850 (e)1. The State Board of Education establish performance
1851 measures and set performance standards for individual ~~components~~
1852 ~~of the public education system, including individual schools and~~
1853 community colleges ~~postsecondary educational institutions,~~ with
1854 measures and standards based primarily on student achievement.

1855 2. The Board of Governors of the State University System
1856 establish performance measures and set performance standards for
1857 individual state universities.

1858 (2) MISSION, GOALS, AND SYSTEMWIDE MEASURES.--

1859 (b) The process ~~State Board of Education shall adopt~~
1860 ~~guiding principles~~ for establishing state and sector-specific
1861 standards and measures must be:

- 1862 1. Focused on student success.
- 1863 2. Addressable through policy and program changes.
- 1864 3. Efficient and of high quality.
- 1865 4. Measurable over time.

HB 7087

2006

1866 5. Simple to explain and display to the public.

1867 6. Aligned with other measures and other sectors to
 1868 support a coordinated K-20 education system.

1869 (c) The Department ~~State Board~~ of Education shall maintain
 1870 an accountability system that measures student progress toward
 1871 the following goals:

1872 1. Highest student achievement, as indicated by evidence
 1873 of student learning gains at all levels ~~measured by: student~~
 1874 ~~FCAT performance and annual learning gains; the number and~~
 1875 ~~percentage of schools that improve at least one school~~
 1876 ~~performance grade designation or maintain a school performance~~
 1877 ~~grade designation of "A" pursuant to s. 1008.34; graduation or~~
 1878 ~~completion rates at all learning levels; and other measures~~
 1879 ~~identified in law or rule.~~

1880 2. Seamless articulation and maximum access, as measured
 1881 by evidence of progression, readiness, and access by targeted
 1882 groups of students identified by the Commissioner of Education;
 1883 ~~the percentage of students who demonstrate readiness for the~~
 1884 ~~educational level they are entering, from kindergarten through~~
 1885 ~~postsecondary education and into the workforce; the number and~~
 1886 ~~percentage of students needing remediation; the percentage of~~
 1887 ~~Floridians who complete associate, baccalaureate, graduate,~~
 1888 ~~professional, and postgraduate degrees; the number and~~
 1889 ~~percentage of credits that articulate; the extent to which each~~
 1890 ~~set of exit point requirements matches the next set of entrance-~~
 1891 ~~point requirements; the degree to which underserved populations~~
 1892 ~~access educational opportunity; the extent to which access is~~

HB 7087

2006

provided through innovative educational delivery strategies; and other measures identified in law or rule.

3. Skilled workforce and economic development, as measured by evidence of employment and earnings; the number and percentage of graduates employed in their areas of preparation; the percentage of Floridians with high school diplomas and postsecondary education credentials; the percentage of business and community members who find that Florida's graduates possess the skills they need; national rankings; and other measures identified in law or rule.

4. Quality efficient services, as measured by evidence of return on investment; cost per completer or graduate; average cost per noncompleter at each educational level; cost disparity across institutions offering the same degrees; the percentage of education customers at each educational level who are satisfied with the education provided; and other measures identified in law or rule.

5. Other goals as identified by law or rule.

(3) K-20 EDUCATION DATA QUALITY IMPROVEMENTS SYSTEMWIDE DATA COLLECTION.--To provide data required to implement education performance accountability measures in state and federal law, the Commissioner of Education shall initiate and maintain strategies to improve data quality and timeliness. All data collected from state universities shall, as determined by the commissioner, be integrated into the K-20 data warehouse. The commissioner shall have unlimited access to such data solely for the purposes of conducting studies, reporting annual and longitudinal student outcomes, and improving college readiness

HB 7087

2006

1921 and articulation. All public educational institutions shall
 1922 provide data to the K-20 data warehouse in a format specified by
 1923 the commissioner.

1924 (a) School districts and public postsecondary educational
 1925 institutions shall maintain information systems that will
 1926 provide the State Board of Education, the Board of Governors of
 1927 the State University System, and the Legislature with
 1928 information and reports necessary to address the specifications
 1929 of the accountability system. The State Board of Education shall
 1930 determine the standards for the required data. The level of
 1931 comprehensiveness and quality shall be no less than that which
 1932 was available as of June 30, 2001.

1933 (b) The Commissioner of Education shall determine the
 1934 standards for the required data, monitor data quality, and
 1935 measure improvements. The commissioner shall report annually to
 1936 the State Board of Education, the Board of Governors of the
 1937 State University System, the President of the Senate, and the
 1938 Speaker of the House of Representatives data quality indicators
 1939 and ratings for all school districts and public postsecondary
 1940 educational institutions.

1941 (c) Before establishing any new reporting or data
 1942 collection requirements, the Commissioner of Education shall
 1943 utilize existing data being collected to reduce duplication and
 1944 minimize paperwork.

1945 (4) RULES.--The State Board of Education shall adopt rules
 1946 pursuant to ss. 120.536(1) and 120.54 to implement the
 1947 provisions of this section relating to the K-20 data warehouse.

HB 7087

2006

1948 Section 37. Subsections (1), (2), and (4) of section
1949 1008.33, Florida Statutes, are amended to read:
1950 1008.33 Authority to enforce public school
1951 improvement.--It is the intent of the Legislature that all
1952 public schools be held accountable for students performing at
1953 acceptable levels. A system of school improvement and
1954 accountability that assesses student performance by school,
1955 identifies schools in which students are not making adequate
1956 progress toward state standards, institutes appropriate measures
1957 for enforcing improvement, and provides rewards and sanctions
1958 based on performance shall be the responsibility of the State
1959 Board of Education.
1960 (1) Pursuant to Art. IX of the State Constitution
1961 prescribing the duty of the State Board of Education to
1962 supervise Florida's public school system and notwithstanding any
1963 other statutory provisions to the contrary, the State Board of
1964 Education shall intervene in the operation of a district school
1965 system when one or more schools in the school district have
1966 failed to make adequate progress for 2 school years in a 4-year
1967 period. For purposes of determining when a school is eligible
1968 for state board action and opportunity scholarships for its
1969 students, the terms "2 years in any 4-year period" and "2 years
1970 in a 4-year period" mean that in any year that a school has a
1971 grade of "F," the school is eligible for state board action and
1972 opportunity scholarships for its students if it also has had a
1973 grade of "F" in any of the previous 3 school years. The State
1974 Board of Education may determine that the school district or
1975 school has not taken steps sufficient for students in the school

HB 7087

2006

1976 to be academically well served. Considering recommendations of
 1977 the Commissioner of Education, the State Board of Education
 1978 shall recommend action to a district school board intended to
 1979 improve educational services to students in each school that is
 1980 designated with a ~~as~~ performance grade of ~~category~~ "F."
 1981 Recommendations for actions to be taken in the school district
 1982 shall be made only after thorough consideration of the unique
 1983 characteristics of a school, which shall include student
 1984 mobility rates, the number and type of exceptional students
 1985 enrolled in the school, and the availability of options for
 1986 improved educational services. The state board shall adopt by
 1987 rule steps to follow in this process. Such steps shall provide
 1988 school districts sufficient time to improve student performance
 1989 in schools and the opportunity to present evidence of assistance
 1990 and interventions that the district school board has
 1991 implemented.

1992 (2) The State Board of Education may recommend one or more
 1993 of the following actions to district school boards to enable
 1994 students in schools designated with a ~~as~~ performance grade of
 1995 ~~category~~ "F" to be academically well served by the public school
 1996 system:

1997 (a) Provide additional resources, change certain
 1998 practices, and provide additional assistance if the state board
 1999 determines the causes of inadequate progress to be related to
 2000 school district policy or practice;

2001 (b) Implement a plan that satisfactorily resolves the
 2002 education equity problems in the school;

HB 7087

2006

2003 (c) Contract for the educational services of the school,
2004 or reorganize the school at the end of the school year under a
2005 new school principal who is authorized to hire new staff and
2006 implement a plan that addresses the causes of inadequate
2007 progress;

2008 (d) Authorize the school principal to recommend corrective
2009 actions for low-performing faculty and staff as necessary to
2010 improve educational opportunities and the performance of
2011 students;

2012 ~~(e)-(d)~~ Allow parents of students in the school to send
2013 their children to another district school of their choice; or

2014 ~~(f)-(e)~~ Other action appropriate to improve the school's
2015 performance, including, if the school is a high school,
2016 requiring annual publication of the school's graduation rate
2017 calculated without GEDs for the past 3 years, disaggregated by
2018 student ethnicity.

2019 (4) The State Board of Education may require the
2020 Department of Education or Chief Financial Officer to withhold
2021 any transfer of state funds to the school district if, within
2022 the timeframe specified in state board action, the school
2023 district has failed to comply with the action ordered to improve
2024 the district's low-performing schools. Withholding the transfer
2025 of funds shall occur only after all other recommended actions
2026 for school improvement have failed to improve performance. The
2027 State Board of Education may impose the same penalty on any
2028 district school board that fails to develop and implement a plan
2029 for assistance and intervention for low-performing schools as
2030 specified in s. 1001.42(16) ~~(d)-(e)~~.

HB 7087

2006

2031 Section 38. Section 1008.34, Florida Statutes, is amended
2032 to read:

2033 1008.34 School grading system; school report cards;
2034 district ~~performance~~ grade.--

2035 (1) ANNUAL REPORTS.--The Commissioner of Education shall
2036 prepare annual reports of the results of the statewide
2037 assessment program which describe student achievement in the
2038 state, each district, and each school. The commissioner shall
2039 prescribe the design and content of these reports, which must
2040 include, without limitation, descriptions of the performance of
2041 all schools participating in the assessment program and all of
2042 their major student populations as determined by the
2043 Commissioner of Education, and must also include the median
2044 scores of all eligible students who scored at or in the lowest
2045 25th percentile of the state in the previous school year;
2046 provided, however, that the provisions of s. 1002.22 pertaining
2047 to student records apply to this section.

2048 (2) SCHOOL GRADES ~~PERFORMANCE GRADE CATEGORIES~~.--The
2049 annual report shall identify schools as having one of the
2050 following grades ~~being in one of the following grade categories~~
2051 defined according to rules of the State Board of Education:

- 2052 (a) "A," schools making excellent progress.
- 2053 (b) "B," schools making above average progress.
- 2054 (c) "C," schools making satisfactory progress.
- 2055 (d) "D," schools making less than satisfactory progress.
- 2056 (e) "F," schools failing to make adequate progress.

HB 7087

2006

2058 Each school designated with a in-performance grade of category
2059 "A," making excellent progress, or having improved at least two
2060 ~~performance~~ grade levels ~~categories~~, shall have greater
2061 authority over the allocation of the school's total budget
2062 generated from the FEFP, state categoricals, lottery funds,
2063 grants, and local funds, as specified in state board rule. The
2064 rule must provide that the increased budget authority shall
2065 remain in effect until the school's ~~performance~~ grade declines.

2066 (3) DESIGNATION OF SCHOOL GRADES ~~PERFORMANCE GRADE~~
2067 ~~CATEGORIES~~.--School grades ~~performance grade category~~
2068 ~~designations~~ itemized in subsection (2) shall be based on the
2069 following:

2070 (a) Criteria Timeframes.--A school's grade shall be based
2071 on a combination of:

2072 1. Student achievement scores ~~School performance grade~~
2073 ~~category designations shall be based on the school's current~~
2074 ~~year performance and the school's annual learning gains.~~

2075 2. ~~A school's performance grade category designation shall~~
2076 ~~be based on a combination of student achievement scores, Student~~
2077 ~~learning gains as measured by annual FCAT assessments in grades~~
2078 ~~3 through 10., and~~

2079 3. Improvement of the lowest 25th percentile of students
2080 in the school in reading, math, or writing on the FCAT Reading,
2081 unless these students are exhibiting performing above
2082 satisfactory performance.

2083 (b) Student assessment data.--Student assessment data used
2084 in determining school grades ~~performance grade categories~~ shall
2085 include:

HB 7087

2006

1. The aggregate scores of all eligible students enrolled in the school who have been assessed on the FCAT.

2. The aggregate scores of all eligible students enrolled in the school who have been assessed on the FCAT, including Florida Writes, and who have scored at or in the lowest 25th percentile of students in the school in reading, math, or writing, unless these students are exhibiting ~~performing~~ above satisfactory performance.

~~The Department of Education shall study the effects of mobility on the performance of highly mobile students and recommend programs to improve the performance of such students.~~ The State Board of Education shall adopt appropriate criteria for each school ~~performance~~ grade ~~eategory~~. The criteria must also give added weight to student achievement in reading. Schools designated with a ~~as~~ ~~performance~~ grade of ~~eategory~~ "C," making satisfactory progress, shall be required to demonstrate that adequate progress has been made by students in the school who are in the lowest 25th percentile in reading, math, or writing on the FCAT, including Florida Writes, unless these students are exhibiting ~~performing~~ above satisfactory performance.

(4) SCHOOL GRADING FOR ALTERNATIVE SCHOOLS.--Alternative schools providing dropout prevention and academic intervention services may choose to receive a school grade pursuant to subsections (2) and (3) or an improvement rating pursuant to s. 1008.341 according to the following requirements:

(a) If an alternative school chooses to be graded pursuant to this section, student performance data as identified in

HB 7087

2006

2114 subsection (3) shall not be included in the home school's grade
 2115 but shall only be included in calculation of the alternative
 2116 school's grade unless the Commissioner of Education requires
 2117 that the alternative school's student assessment data must be
 2118 included in the home school's grade based on a finding of
 2119 collusion to avoid the state's accountability system.

2120 (b) If an alternative school chooses to receive an
 2121 improvement rating pursuant to s. 1008.341, student performance
 2122 data as identified in subsection (3) shall be included in the
 2123 home school's grade, except for achievement scores and learning
 2124 gains of students attending alternative schools who are subject
 2125 to district school board policies for expulsion for repeated or
 2126 serious offenses, in dropout retrieval programs serving students
 2127 officially designated as dropouts, or in Department of Juvenile
 2128 Justice operated and contracted programs.

2129
 2130 For purposes of this section and s. 1008.341, "home school"
 2131 means the school the student was attending when assigned to an
 2132 alternative school or the school to which the student would be
 2133 assigned if the student left the alternative school. School
 2134 districts must require collaboration between the home school and
 2135 the alternative school to promote student success.

2136 (5)(4) SCHOOL IMPROVEMENT RATINGS.--The annual report
 2137 shall identify each school's performance as having improved,
 2138 remained the same, or declined. This school improvement rating
 2139 shall be based on a comparison of the current year's and
 2140 previous year's student and school performance data. Schools

HB 7087

2006

2141 that improve at least one performance grade level category are
2142 eligible for school recognition awards pursuant to s. 1008.36.

2143 ~~(6)(5) SCHOOL REPORT CARD PERFORMANCE GRADE CATEGORY AND~~
2144 ~~IMPROVEMENT RATING REPORTS.--~~The Department of Education shall
2145 annually develop, in collaboration with the district school
2146 boards, a school report card to be delivered to parents
2147 throughout each school district. The report card shall include
2148 the school's grade, information regarding school improvement, an
2149 explanation of school performance as evaluated by the federal No
2150 Child Left Behind Act of 2001, and indicators of return on
2151 investment. School performance grade category designations and
2152 improvement ratings shall apply to each school's performance for
2153 the year in which performance is measured. Each school's report
2154 card designation and rating shall be published annually by the
2155 department on its website, of Education and the school district
2156 shall provide the school report card to each parent. Parents
2157 ~~shall be entitled to an easy-to-read report card about the~~
2158 ~~designation and rating of the school in which their child is~~
2159 ~~enrolled.~~

2160 (7) PERFORMANCE-BASED FUNDING.--The Legislature may factor
2161 in the performance of schools in calculating any performance-
2162 based funding policy that is provided for annually in the
2163 General Appropriations Act.

2164 (8) DISTRICT PERFORMANCE GRADE.--The annual report
2165 required by subsection (1) shall include district performance
2166 grades, which shall consist of weighted district average grades,
2167 by level, for all elementary schools, middle schools, and high
2168 schools in the district. A district's weighted average grade

HB 7087

2006

2169 shall be calculated by weighting individual school grades
2170 determined pursuant to subsection (2) by school enrollment.

2171 (9)(6) RULES.--The State Board of Education shall adopt
2172 rules pursuant to ss. 120.536(1) and 120.54 to implement the
2173 provisions of this section.

2174 Section 39. Section 1008.341, Florida Statutes, is created
2175 to read:

2176 1008.341 School improvement rating for alternative
2177 schools.--

2178 (1) ANNUAL REPORTS.--The Commissioner of Education shall
2179 prepare an annual report on the performance of each school
2180 receiving a school improvement rating pursuant to this section
2181 provided that the provisions of s. 1002.22 pertaining to student
2182 records shall apply.

2183 (2) SCHOOL IMPROVEMENT RATING.--Alternative schools that
2184 provide dropout prevention and academic intervention services
2185 may choose to receive a school improvement rating pursuant to
2186 this section in lieu of a school grade pursuant to s. 1008.34.
2187 The school improvement rating shall identify schools as having
2188 one of the following ratings defined according to rules of the
2189 State Board of Education:

2190 (a) "Improving," schools with students making more
2191 academic progress than when the students were served in their
2192 home schools.

2193 (b) "Maintaining," schools with students making progress
2194 equivalent to the progress made when the students were served in
2195 their home schools.

2196 (c) "Declining," schools with students making less

HB 7087

2006

2197 academic progress than when the students were served in their
2198 home schools.

2199

2200 The school improvement rating shall be based on a comparison of
2201 the current year and previous year student performance data.

2202 Schools that improve at least one level or maintain an
2203 "improving" rating pursuant to this section are eligible for
2204 school recognition awards pursuant to s. 1008.36.

2205 (3) DESIGNATION OF SCHOOL IMPROVEMENT RATING.--Student
2206 data used in determining an alternative school's school
2207 improvement rating shall include:

2208 (a) The aggregate scores of all students who were assigned
2209 to and enrolled in the school during the October or February FTE
2210 count, who have been assessed on the FCAT, and who have FCAT or
2211 comparable scores for the preceding school year.

2212 (b) The aggregate scores of all students who were assigned
2213 to and enrolled in the school during the October or February FTE
2214 count, who have been assessed on the FCAT, including Florida
2215 Writes, and who have scored in the lowest 25th percentile of
2216 students in the state on FCAT Reading.

2217 (4) IDENTIFICATION OF STUDENT LEARNING GAINS.--For each
2218 alternative school receiving a school improvement rating, the
2219 Department of Education shall annually identify the percentage
2220 of students making learning gains as compared to the percentage
2221 of the same students making learning gains in their home schools
2222 in the year prior to being assigned to the alternative school.

2223 (5) SCHOOL REPORT CARD.--The Department of Education shall
2224 annually develop, in collaboration with the school districts, a

HB 7087

2006

2225 school report card for alternative schools to be delivered to
 2226 parents throughout each school district. The report card shall
 2227 include the school improvement rating, identification of student
 2228 learning gains, information regarding school improvement, an
 2229 explanation of school performance as evaluated by the federal No
 2230 Child Left Behind Act of 2001, and indicators of return on
 2231 investment.

2232 (6) RULES.--The State Board of Education may adopt rules
 2233 pursuant to ss. 120.536(1) and 120.54 to implement the
 2234 provisions of this section.

2235 Section 40. Subsection (5), paragraphs (b) and (d) of
 2236 subsection (6), and subsection (7) of section 1008.345, Florida
 2237 Statutes, are amended to read:

2238 1008.345 Implementation of state system of school
 2239 improvement and education accountability.--

2240 (5) The commissioner shall report to the Legislature and
 2241 recommend changes in state policy necessary to foster school
 2242 improvement and education accountability. Included in the report
 2243 shall be a list of the schools, including schools operating for
 2244 the purpose of providing educational services to youth in
 2245 Department of Juvenile Justice programs, for which district
 2246 school boards have developed assistance and intervention plans
 2247 and an analysis of the various strategies used by the school
 2248 boards. School reports shall be distributed pursuant to this
 2249 subsection and s. 1001.42(16) (f) ~~(e)~~ and according to rules
 2250 adopted by the State Board of Education.

2251 (6)

HB 7087

2006

2252 (b) Upon request, the department shall provide technical
2253 assistance and training to any school, including any school
2254 operating for the purpose of providing educational services to
2255 youth in Department of Juvenile Justice programs, school
2256 advisory council, district, or district school board for
2257 conducting needs assessments, developing and implementing school
2258 improvement plans, developing and implementing assistance and
2259 intervention plans, or implementing other components of school
2260 improvement and accountability. Priority for these services
2261 shall be given to schools designated with a ~~as~~ performance grade
2262 ~~of category~~ "D" or "F" and school districts in rural and
2263 sparsely populated areas of the state.

2264 (d) 1. The ~~commissioner~~ department shall assign a community
2265 assessment team to each school district with a school designated
2266 with a ~~as~~ performance grade of category "D" or "F" to review the
2267 school performance data, including, for a high school graded "D"
2268 or "F," the school's graduation rate calculated without GEDs for
2269 the past 3 years, disaggregated by student ethnicity, and
2270 determine causes for the low performance. The team shall make
2271 recommendations to the school board, to the department, and to
2272 the State Board of Education for implementing an assistance and
2273 intervention plan that will address the causes of the school's
2274 low performance. The assessment team shall include, but not be
2275 limited to, a department representative, parents, business
2276 representatives, educators, and community activists, and shall
2277 represent the demographics of the community from which they are
2278 appointed.

HB 7087

2006

2279 2. Each school district that has a school designated with
 2280 a grade of "F" for a second consecutive year after the community
 2281 assessment team's recommendations to the school board for
 2282 implementing an assistance and intervention plan shall be
 2283 subject to review and oversight by the Governor and the
 2284 Commissioner of Education as a school district in a state of
 2285 educational emergency.

2286 3. For each school district in a state of educational
 2287 emergency, the Governor and the Commissioner of Education shall
 2288 contact the district school board to determine what actions have
 2289 been taken by the district school board to address the
 2290 recommendations of the community assessment team and to resolve
 2291 the educational emergency. The Governor and the Commissioner of
 2292 Education shall determine whether the district school board
 2293 needs state assistance to resolve the educational emergency. If
 2294 state assistance is needed, the Governor and the Commissioner of
 2295 Education have the authority to implement measures as set forth
 2296 in this subparagraph to assist the district school board in
 2297 resolving the educational emergency. Such measures may include,
 2298 but are not limited to:

2299 a. Requiring approval of the school district's budget by
 2300 the Governor and the Commissioner of Education.

2301 b. Authorizing a state loan and providing for its
 2302 repayment by the district school board.

2303 c. Requiring the district school board to reallocate funds
 2304 as necessary until such time as the school district is no longer
 2305 in a state of educational emergency.

HB 7087

2006

2306 d. Making inspections and reviews of records, information,
 2307 reports, and assets of the school district. The appropriate
 2308 school district officials shall cooperate in such inspections
 2309 and reviews.

2310 e. Consulting with officials and auditors of the school
 2311 district and the appropriate state officials regarding any steps
 2312 necessary to bring the books of account, accounting systems,
 2313 financial procedures, personnel, and personnel systems into
 2314 compliance with state requirements.

2315 f. Providing technical assistance to the district school
 2316 board.

2317 g. Establishing an educational emergency board to oversee
 2318 the activities of the district school board. If an educational
 2319 emergency board is established, the Governor and Commissioner of
 2320 Education shall appoint board members and select a chair. The
 2321 school district's community assessment team shall serve in an
 2322 advisory capacity to the educational emergency board. The
 2323 educational emergency board shall adopt such rules as are
 2324 necessary for conducting board business. The board may review
 2325 all of the educational operations, including, but not limited
 2326 to, graduation and dropout rates, personnel, management,
 2327 efficiency, curriculum, instructional materials, productivity,
 2328 and financing of functions and operations, of the school
 2329 district. The recommendations and reports made by the
 2330 educational emergency board must be submitted to the Governor,
 2331 the Commissioner of Education, and the State Board of Education
 2332 for appropriate action. Upon receipt of the educational
 2333 emergency board's recommendations and report, the Governor, the

HB 7087

2006

Commissioner of Education, and the State Board of Education shall require an action plan to implement the educational emergency board's recommendations, to be prepared by officials of the school district in consultation with the appropriate state officials, so as to cause the school district to no longer be in a state of educational emergency.

4. The Governor and the Commissioner of Education may terminate all state actions pursuant to this paragraph upon determination that the school district is no longer in a state of educational emergency and has successfully established and is operating an effective educational system for all students in the district.

(7) (a) Schools designated with a ~~in-performance~~ grade of ~~category~~ "A," making excellent progress, shall, if requested by the school, be given deregulated status as specified in s. 1003.63(5), (7), (8), (9), and (10).

(b) Schools that have improved at least two grades ~~performance grade categories~~ and that meet the criteria of the Florida School Recognition Program pursuant to s. 1008.36 may be given deregulated status as specified in s. 1003.63(5), (7), (8), (9), and (10).

Section 41. Subsections (3), (4), and (5) of section 1008.36, Florida Statutes, are amended to read:

1008.36 Florida School Recognition Program.--

(3) All public schools, including charter schools, that receive a school grade pursuant to s. 1008.34 or a school improvement rating pursuant to s. 1008.341 are eligible to participate in the program.

HB 7087

2006

2362 (4) All selected schools shall receive financial awards
 2363 depending on the availability of funds appropriated and the
 2364 number and size of schools selected to receive an award. Funds
 2365 must be distributed to the school's fiscal agent and placed in
 2366 the school's account and must be used for purposes listed in
 2367 subsection (5) as determined by the staff and school advisory
 2368 council pursuant to s. 1001.452 in the annual school improvement
 2369 plan required under s. 1001.42(16)(a). If such a determination
 2370 is not included in the school improvement plan at the time of
 2371 its annual approval by the district school board, the school
 2372 shall not be eligible to receive a financial award jointly by
 2373 the school's staff and school advisory council. If school staff
 2374 and the school advisory council cannot reach agreement by
 2375 November 1, the awards must be equally distributed to all
 2376 classroom teachers currently teaching in the school.

2377 (5) School recognition awards must be used for the
 2378 following:

2379 (a) Nonrecurring bonuses to the faculty and staff who
 2380 worked at the school during the year of improved performance and
 2381 additional employees as determined in the school improvement
 2382 plan;

2383 (b) Nonrecurring expenditures for educational equipment,
 2384 or materials, or student incentives to assist in maintaining and
 2385 improving student performance; or

2386 (c) Temporary personnel for the school to assist in
 2387 maintaining and improving student performance.

2388

HB 7087

2006

2389 Notwithstanding statutory provisions to the contrary, incentive
2390 awards are not subject to collective bargaining.

2391 Section 42. Paragraphs (f), (h), (l), (m), and (n) of
2392 subsection (1) and paragraphs (a) and (b) of subsection (4) of
2393 section 1011.62, Florida Statutes, are amended, subsections (8)
2394 and (9) are renumbered as subsections (9) and (10),
2395 respectively, and amended, and a new subsection (8) is added to
2396 that section, to read:

2397 1011.62 Funds for operation of schools.--If the annual
2398 allocation from the Florida Education Finance Program to each
2399 district for operation of schools is not determined in the
2400 annual appropriations act or the substantive bill implementing
2401 the annual appropriations act, it shall be determined as
2402 follows:

2403 (1) COMPUTATION OF THE BASIC AMOUNT TO BE INCLUDED FOR
2404 OPERATION.--The following procedure shall be followed in
2405 determining the annual allocation to each district for
2406 operation:

2407 (f) Supplemental academic instruction; categorical fund.--

2408 1. There is created a categorical fund to provide
2409 supplemental academic instruction to students in kindergarten
2410 through grade 12. This paragraph may be cited as the
2411 "Supplemental Academic Instruction Categorical Fund."

2412 2. Categorical funds for supplemental academic instruction
2413 shall be allocated annually to each school district in the
2414 amount provided in the General Appropriations Act. These funds
2415 shall be in addition to the funds appropriated on the basis of
2416 FTE student membership in the Florida Education Finance Program

HB 7087

2006

2417 and shall be included in the total potential funds of each
2418 district. These funds shall be used to provide supplemental
2419 academic instruction to students enrolled in the K-12 program.
2420 Supplemental instruction strategies may include, but are not
2421 limited to: modified curriculum, reading instruction, after-
2422 school instruction, tutoring, mentoring, class size reduction,
2423 extended school year, intensive skills development in summer
2424 school, and other methods for improving student achievement.
2425 Supplemental instruction may be provided to a student in any
2426 manner and at any time during or beyond the regular 180-day term
2427 identified by the school as being the most effective and
2428 efficient way to best help that student progress from grade to
2429 grade and to graduate.

2430 3. Effective with the 1999-2000 fiscal year, funding on
2431 the basis of FTE membership beyond the 180-day regular term
2432 shall be provided in the FEFP only for students enrolled in
2433 juvenile justice education programs or in an education program
2434 for juveniles under s. 985.223. Funding for instruction beyond
2435 the regular 180-day school year for all other K-12 students
2436 shall be provided through the supplemental academic instruction
2437 categorical fund and other state, federal, and local fund
2438 sources with ample flexibility for schools to provide
2439 supplemental instruction to assist students in progressing from
2440 grade to grade and graduating.

2441 4. The Florida State University School, as a lab school,
2442 is authorized to expend from its FEFP or Lottery Enhancement
2443 Trust Fund allocation the cost to the student of remediation in

HB 7087

2006

2444 reading, writing, or mathematics for any graduate who requires
2445 remediation at a postsecondary educational institution.

2446 5. Beginning in the 1999-2000 school year, dropout
2447 prevention programs as defined in ss. 1003.52, 1003.53(1)(a),
2448 (b), and (c), and 1003.54 shall be included in group 1 programs
2449 under subparagraph (d)3.

2450 (h) Small, isolated high schools.--Districts which levy
2451 the maximum nonvoted discretionary millage, exclusive of millage
2452 for capital outlay purposes levied pursuant to s. 1011.71(2),
2453 may calculate full-time equivalent students for small, isolated
2454 high schools by multiplying the number of unweighted full-time
2455 equivalent students times 2.75; provided the school has attained
2456 a ~~state accountability performance grade category~~ of "C" or
2457 better, pursuant to s. 1008.34, for the previous school year.
2458 For the purpose of this section, the term "small, isolated high
2459 school" means any high school which is located no less than 28
2460 miles by the shortest route from another high school; which has
2461 been serving students primarily in basic studies provided by
2462 sub-subparagraphs (c)1.b. and c. and may include subparagraph
2463 (c)4.; and which has a membership of no more than 100 students,
2464 but no fewer than 28 students, in grades 9 through 12.

2465 (1) Calculation of additional full-time equivalent
2466 membership based on international baccalaureate examination
2467 scores of students.--A value of 0.24 full-time equivalent
2468 student membership shall be calculated for each student enrolled
2469 in an international baccalaureate course who receives a score of
2470 4 or higher on a subject examination. A value of 0.3 full-time
2471 equivalent student membership shall be calculated for each

HB 7087

2006

2472 student who receives an international baccalaureate diploma.
 2473 Such value shall be added to the total full-time equivalent
 2474 student membership in basic programs for grades 9 through 12 in
 2475 the subsequent fiscal year. The school district shall distribute
 2476 to each classroom teacher who provided international
 2477 baccalaureate instruction:

2478 1. A bonus in the amount of \$50 for each student taught by
 2479 the International Baccalaureate teacher in each international
 2480 baccalaureate course who receives a score of 4 or higher on the
 2481 international baccalaureate examination.

2482 2. An additional bonus of \$500 to each International
 2483 Baccalaureate teacher in a school designated with a performance
 2484 grade of category "D" or "F" who has at least one student
 2485 scoring 4 or higher on the international baccalaureate
 2486 examination, regardless of the number of classes taught or of
 2487 the number of students scoring a 4 or higher on the
 2488 international baccalaureate examination.

2489
 2490 Bonuses awarded to a teacher according to this paragraph shall
 2491 not exceed \$2,000 in any given school year and shall be in
 2492 addition to any regular wage or other bonus the teacher received
 2493 or is scheduled to receive.

2494 (m) Calculation of additional full-time equivalent
 2495 membership based on Advanced International Certificate of
 2496 Education examination scores of students.--A value of 0.24 full-
 2497 time equivalent student membership shall be calculated for each
 2498 student enrolled in a full-credit Advanced International
 2499 Certificate of Education course who receives a score of E or

HB 7087

2006

2500 higher on a subject examination. A value of 0.12 full-time
 2501 equivalent student membership shall be calculated for each
 2502 student enrolled in a half-credit Advanced International
 2503 Certificate of Education course who receives a score of E or
 2504 higher on a subject examination. A value of 0.3 full-time
 2505 equivalent student membership shall be calculated for each
 2506 student who receives an Advanced International Certificate of
 2507 Education diploma. Such value shall be added to the total full-
 2508 time equivalent student membership in basic programs for grades
 2509 9 through 12 in the subsequent fiscal year. The school district
 2510 shall distribute to each classroom teacher who provided Advanced
 2511 International Certificate of Education instruction:

2512 1. A bonus in the amount of \$50 for each student taught by
 2513 the Advanced International Certificate of Education teacher in
 2514 each full-credit Advanced International Certificate of Education
 2515 course who receives a score of E or higher on the Advanced
 2516 International Certificate of Education examination. A bonus in
 2517 the amount of \$25 for each student taught by the Advanced
 2518 International Certificate of Education teacher in each half-
 2519 credit Advanced International Certificate of Education course
 2520 who receives a score of E or higher on the Advanced
 2521 International Certificate of Education examination.

2522 2. An additional bonus of \$500 to each Advanced
 2523 International Certificate of Education teacher in a school
 2524 designated with a performance grade of category "D" or "F" who
 2525 has at least one student scoring E or higher on the full-credit
 2526 Advanced International Certificate of Education examination,
 2527 regardless of the number of classes taught or of the number of

HB 7087

2006

students scoring an E or higher on the full-credit Advanced International Certificate of Education examination.

3. Additional bonuses of \$250 each to teachers of half-credit Advanced International Certificate of Education classes in a school designated with a performance grade of ~~category~~ "D" or "F" which has at least one student scoring an E or higher on the half-credit Advanced International Certificate of Education examination in that class. The maximum additional bonus for a teacher awarded in accordance with this subparagraph shall not exceed \$500 in any given school year. Teachers receiving an award under subparagraph 2. are not eligible for a bonus under this subparagraph.

Bonuses awarded to a teacher according to this paragraph shall not exceed \$2,000 in any given school year and shall be in addition to any regular wage or other bonus the teacher received or is scheduled to receive.

(n) Calculation of additional full-time equivalent membership based on college board advanced placement scores of students.--A value of 0.24 full-time equivalent student membership shall be calculated for each student in each advanced placement course who receives a score of 3 or higher on the College Board Advanced Placement Examination for the prior year and added to the total full-time equivalent student membership in basic programs for grades 9 through 12 in the subsequent fiscal year. Each district must allocate at least 80 percent of the funds provided to the district for advanced placement instruction, in accordance with this paragraph, to the high

HB 7087

2006

2556 school that generates the funds. The school district shall
2557 distribute to each classroom teacher who provided advanced
2558 placement instruction:

2559 1. A bonus in the amount of \$50 for each student taught by
2560 the Advanced Placement teacher in each advanced placement course
2561 who receives a score of 3 or higher on the College Board
2562 Advanced Placement Examination.

2563 2. An additional bonus of \$500 to each Advanced Placement
2564 teacher in a school designated with a performancee grade of
2565 ~~category~~ "D" or "F" who has at least one student scoring 3 or
2566 higher on the College Board Advanced Placement Examination,
2567 regardless of the number of classes taught or of the number of
2568 students scoring a 3 or higher on the College Board Advanced
2569 Placement Examination.

2570

2571 Bonuses awarded to a teacher according to this paragraph shall
2572 not exceed \$2,000 in any given school year and shall be in
2573 addition to any regular wage or other bonus the teacher received
2574 or is scheduled to receive.

2575 (4) COMPUTATION OF DISTRICT REQUIRED LOCAL EFFORT.--The
2576 Legislature shall prescribe the aggregate required local effort
2577 for all school districts collectively as an item in the General
2578 Appropriations Act for each fiscal year. The amount that each
2579 district shall provide annually toward the cost of the Florida
2580 Education Finance Program for kindergarten through grade 12
2581 programs shall be calculated as follows:

2582 (a) Estimated taxable value calculations.--

HB 7087

2006

2583 1.a. Not later than 2 working days prior to July 19, the
2584 Department of Revenue shall certify to the Commissioner of
2585 Education its most recent estimate of the taxable value for
2586 school purposes in each school district and the total for all
2587 school districts in the state for the current calendar year
2588 based on the latest available data obtained from the local
2589 property appraisers. Not later than July 19, the Commissioner of
2590 Education shall compute a millage rate, rounded to the next
2591 highest one one-thousandth of a mill, which, when applied to 95
2592 percent of the estimated state total taxable value for school
2593 purposes, would generate the prescribed aggregate required local
2594 effort for that year for all districts. The Commissioner of
2595 Education shall certify to each district school board the
2596 millage rate, computed as prescribed in this subparagraph, as
2597 the minimum millage rate necessary to provide the district
2598 required local effort for that year.

2599 b. The General Appropriations Act shall direct the
2600 computation of the statewide adjusted aggregate amount for
2601 required local effort for all school districts collectively from
2602 ad valorem taxes to ensure that no school district's revenue
2603 from required local effort millage will produce more than 90
2604 percent of the district's total Florida Education Finance
2605 Program calculation, and the adjustment of the required local
2606 effort millage rate of each district that produces more than 90
2607 percent of its total Florida Education Finance Program
2608 entitlement to a level that will produce only 90 percent of its
2609 total Florida Education Finance Program entitlement in the July
2610 calculation.

HB 7087

2006

2611 2. As revised data are received from property appraisers,
2612 the Department of Revenue shall amend the certification of the
2613 estimate of the taxable value for school purposes. The
2614 Commissioner of Education, in administering the provisions of
2615 subparagraph (10)~~(9)~~(a)2., shall use the most recent taxable
2616 value for the appropriate year.

2617 (b) Final calculation.--

2618 1. The Department of Revenue shall, upon receipt of the
2619 official final assessed value of property from each of the
2620 property appraisers, certify to the Commissioner of Education
2621 the taxable value total for school purposes in each school
2622 district, subject to the provisions of paragraph (d). The
2623 commissioner shall use the official final taxable value for
2624 school purposes for each school district in the final
2625 calculation of the annual Florida Education Finance Program
2626 allocations.

2627 2. For the purposes of this paragraph, the official final
2628 taxable value for school purposes shall be the taxable value for
2629 school purposes on which the tax bills are computed and mailed
2630 to the taxpayers, adjusted to reflect final administrative
2631 actions of value adjustment boards and judicial decisions
2632 pursuant to part I of chapter 194. By September 1 of each year,
2633 the Department of Revenue shall certify to the commissioner the
2634 official prior year final taxable value for school purposes. For
2635 each county that has not submitted a revised tax roll reflecting
2636 final value adjustment board actions and final judicial
2637 decisions, the Department of Revenue shall certify the most
2638 recent revision of the official taxable value for school

HB 7087

2006

2639 purposes. The certified value shall be the final taxable value
2640 for school purposes, and no further adjustments shall be made,
2641 except those made pursuant to subparagraph (10)~~(9)~~(a)2.

2642 (8) RESEARCH-BASED READING INSTRUCTION ALLOCATION.--

2643 (a) The research-based reading instruction allocation is
2644 created to provide comprehensive reading instruction to students
2645 in kindergarten through grade 12.

2646 (b) Funds for comprehensive, research-based reading
2647 instruction shall be allocated annually to each school district
2648 in the amount provided in the General Appropriations Act. Each
2649 eligible school district shall receive the same minimum amount
2650 as specified in the General Appropriations Act, and any
2651 remaining funds shall be distributed to eligible school
2652 districts based on each school district's proportionate share of
2653 K-12 base funding.

2654 (c) Funds must be used to provide a system of
2655 comprehensive reading instruction to students enrolled in the K-
2656 12 programs, which may include the following:

2657 1. The provision of highly qualified reading coaches.

2658 2. Professional development for school district teachers
2659 and administrators in scientifically based reading instruction.

2660 3. The provision of summer reading camps for students who
2661 score at Level 1 on FCAT Reading.

2662 4. The provision of supplemental instructional materials
2663 that are grounded in scientifically based reading research and
2664 comprehensive training in their use for which teachers shall
2665 receive inservice credit.

2666 5. The provision of intensive interventions for middle and

HB 7087

2006

2667 high school students reading below grade level.

2668 (d) Annually, by a date determined by the Department of
2669 Education but before May 1, school districts shall submit a K-12
2670 comprehensive reading plan for the specific use of the research-
2671 based reading instruction allocation in the format prescribed by
2672 the department for review and approval by the Just Read,
2673 Florida! Office created pursuant to s. 1001.215. The plan
2674 annually submitted by school districts shall be deemed approved
2675 unless the department rejects the plan on or before June 1. If a
2676 school district and the Just Read, Florida! Office cannot reach
2677 agreement on the contents of the plan, the school district may
2678 appeal to the State Board of Education for resolution. High-
2679 performing school districts shall be allowed reasonable
2680 flexibility in designing their plans and shall be encouraged to
2681 offer reading intervention through innovative methods. The plan
2682 format shall be developed with input from school district
2683 personnel, including teachers and principals. The plan must
2684 emphasize reading for information at the secondary level and
2685 allow reading intervention through content courses in core,
2686 career, and alternative programs. No later than July 1 annually,
2687 the department shall release the school district's allocation of
2688 appropriated funds to those districts with approved plans. A
2689 school district that spends 100 percent of this allocation on
2690 its approved plan shall be deemed to have been in compliance
2691 with the plan. The department may withhold funds upon a
2692 determination that reading instruction allocation funds are not
2693 being used to implement the approved plan.

HB 7087

2006

2694 (9)~~(8)~~ QUALITY ASSURANCE GUARANTEE.--The Legislature may
 2695 annually in the General Appropriations Act determine a
 2696 percentage increase in funds per K-12 unweighted FTE as a
 2697 minimum guarantee to each school district. The guarantee shall
 2698 be calculated from prior year base funding per unweighted FTE
 2699 student which shall include the adjusted FTE dollars as provided
 2700 in subsection (10)~~(9)~~, quality guarantee funds, and actual
 2701 nonvoted discretionary local effort from taxes. From the base
 2702 funding per unweighted FTE, the increase shall be calculated for
 2703 the current year. The current year funds from which the
 2704 guarantee shall be determined shall include the adjusted FTE
 2705 dollars as provided in subsection (10)~~(9)~~ and potential nonvoted
 2706 discretionary local effort from taxes. A comparison of current
 2707 year funds per unweighted FTE to prior year funds per unweighted
 2708 FTE shall be computed. For those school districts which have
 2709 less than the legislatively assigned percentage increase, funds
 2710 shall be provided to guarantee the assigned percentage increase
 2711 in funds per unweighted FTE student. Should appropriated funds
 2712 be less than the sum of this calculated amount for all
 2713 districts, the commissioner shall prorate each district's
 2714 allocation. This provision shall be implemented to the extent
 2715 specifically funded.

2716 (10)~~(9)~~ TOTAL ALLOCATION OF STATE FUNDS TO EACH DISTRICT
 2717 FOR CURRENT OPERATION.--The total annual state allocation to
 2718 each district for current operation for the FEFP shall be
 2719 distributed periodically in the manner prescribed in the General
 2720 Appropriations Act.

HB 7087

2006

2721 (a) The basic amount for current operation for the FEFP as
 2722 determined in subsection (1), multiplied by the district cost
 2723 differential factor as determined in subsection (2), plus the
 2724 amounts provided for categorical components within the FEFP,
 2725 plus the amount for the sparsity supplement as determined in
 2726 subsection (6), the decline in full-time equivalent students as
 2727 determined in subsection (7), the research-based reading
 2728 instruction allocation as determined in subsection (8), and the
 2729 quality assurance guarantee as determined in subsection (9)~~(8)~~,
 2730 less the required local effort as determined in subsection (4).
 2731 If the funds appropriated for the purpose of funding the total
 2732 amount for current operation as provided in this paragraph are
 2733 not sufficient to pay the state requirement in full, the
 2734 department shall prorate the available state funds to each
 2735 district in the following manner:

2736 1. Determine the percentage of proration by dividing the
 2737 sum of the total amount for current operation, as provided in
 2738 this paragraph for all districts collectively, and the total
 2739 district required local effort into the sum of the state funds
 2740 available for current operation and the total district required
 2741 local effort.

2742 2. Multiply the percentage so determined by the sum of the
 2743 total amount for current operation as provided in this paragraph
 2744 and the required local effort for each individual district.

2745 3. From the product of such multiplication, subtract the
 2746 required local effort of each district; and the remainder shall
 2747 be the amount of state funds allocated to the district for
 2748 current operation.

HB 7087

2006

2749 (b) The amount thus obtained shall be the net annual
2750 allocation to each school district. However, if it is determined
2751 that any school district received an underallocation or
2752 overallocation for any prior year because of an arithmetical
2753 error, assessment roll change, full-time equivalent student
2754 membership error, or any allocation error revealed in an audit
2755 report, the allocation to that district shall be appropriately
2756 adjusted. Beginning with audits for the 2001-2002 fiscal year,
2757 if the adjustment is the result of an audit finding in which
2758 group 2 FTE are reclassified to the basic program and the
2759 district weighted FTE are over the weighted enrollment ceiling
2760 for group 2 programs, the adjustment shall not result in a gain
2761 of state funds to the district. If the Department of Education
2762 audit adjustment recommendation is based upon controverted
2763 findings of fact, the Commissioner of Education is authorized to
2764 establish the amount of the adjustment based on the best
2765 interests of the state.

2766 (c) The amount thus obtained shall represent the net
2767 annual state allocation to each district; however,
2768 notwithstanding any of the provisions herein, each district
2769 shall be guaranteed a minimum level of funding in the amount and
2770 manner prescribed in the General Appropriations Act.

2771 Section 43. Paragraph (a) of subsection (2) of section
2772 1011.64, Florida Statutes, is amended to read:

2773 1011.64 School district minimum classroom expenditure
2774 requirements.--

2775 (2) For the purpose of implementing the provisions of this
2776 section, the Legislature shall prescribe minimum academic

HB 7087

2006

2777 performance standards and minimum classroom expenditure
2778 requirements for districts not meeting such minimum academic
2779 performance standards in the General Appropriations Act.

2780 (a) Minimum academic performance standards may be based
2781 on, but are not limited to, district performance grades
2782 determined pursuant to s. 1008.34 (7) ~~(8)~~.

2783 Section 44. Section 1011.67, Florida Statutes, is amended
2784 to read:

2785 1011.67 Funds for instructional materials.--

2786 (1) The department is authorized to allocate and
2787 distribute to each district an amount as prescribed annually by
2788 the Legislature for instructional materials for student
2789 membership in basic and special programs in grades K-12, which
2790 will provide for growth and maintenance needs. For purposes of
2791 this subsection ~~section~~, unweighted full-time equivalent
2792 students enrolled in the lab schools in state universities are
2793 to be included as school district students and reported as such
2794 to the department. These funds shall be distributed to school
2795 districts as follows: 50 percent on or about July 10; 35 percent
2796 on or about October 10; 10 percent on or about January 10; and 5
2797 percent on or about June 10. The annual allocation shall be
2798 determined as follows:

2799 (a) ~~(1)~~ The growth allocation for each school district
2800 shall be calculated as follows:

2801 1. ~~(a)~~ Subtract from that district's projected full-time
2802 equivalent membership of students in basic and special programs
2803 in grades K-12 used in determining the initial allocation of the
2804 Florida Education Finance Program, the prior year's full-time

HB 7087

2006

2805 equivalent membership of students in basic and special programs
2806 in grades K-12 for that district.

2807 ~~2.(b)~~ Multiply any such increase in full-time equivalent
2808 student membership by the allocation for a set of instructional
2809 materials, as determined by the department, or as provided for
2810 in the General Appropriations Act.

2811 ~~3.(e)~~ The amount thus determined shall be that district's
2812 initial allocation for growth for the school year. However, the
2813 department shall recompute and adjust the initial allocation
2814 based on actual full-time equivalent student membership data for
2815 that year.

2816 ~~(b)(2)~~ The maintenance of the instructional materials
2817 allocation for each school district shall be calculated by
2818 multiplying each district's prior year full-time equivalent
2819 membership of students in basic and special programs in grades
2820 K-12 by the allocation for maintenance of a set of instructional
2821 materials as provided for in the General Appropriations Act. The
2822 amount thus determined shall be that district's initial
2823 allocation for maintenance for the school year; however, the
2824 department shall recompute and adjust the initial allocation
2825 based on such actual full-time equivalent student membership
2826 data for that year.

2827 ~~(c)(3)~~ In the event the funds appropriated are not
2828 sufficient for the purpose of implementing this subsection
2829 ~~section~~ in full, the department shall prorate the funds
2830 available for instructional materials after first funding in
2831 full each district's growth allocation.

HB 7087

2006

2832 (2) Annually by July 1 and prior to the release of
 2833 instructional materials funds, each district school
 2834 superintendent shall certify to the Commissioner of Education
 2835 that the district school board has approved a comprehensive
 2836 staff development plan that requires fidelity of implementation
 2837 of instructional materials that are in the first 2 years of the
 2838 adoption cycle and that the district intends to purchase. The
 2839 staff development plan must provide for training for each
 2840 teacher who will use the materials, provide inservice credit for
 2841 the training, and document satisfactory completion of the
 2842 training by each teacher. The superintendent shall annually
 2843 report to the district school board on the implementation of the
 2844 plan. The report shall include verification that training was
 2845 provided, that teachers satisfactorily completed the training,
 2846 and that the materials are being implemented as designed. The
 2847 district's collective bargaining agreement shall not be used as
 2848 a barrier to compliance with this subsection.

2849 Section 45. Paragraph (b) of subsection (2) of section
 2850 1011.685, Florida Statutes, is amended to read:

2851 1011.685 Class size reduction; operating categorical
 2852 fund.--

2853 (2) Class size reduction operating categorical funds shall
 2854 be used by school districts for the following:

2855 (b) For any lawful operating expenditure, if the district
 2856 has met the constitutional maximums identified in s. 1003.03(1)
 2857 or the reduction of two students per year required by s.
 2858 1003.03(2); however, priority shall be given to increase
 2859 salaries of classroom teachers as defined in s. 1012.01(2)(a)

HB 7087

2006

2860 and to implement the performance-pay incentive and the
 2861 differentiated pay detailed in s. 1012.22(1)(c) ~~salary career~~
 2862 ~~ladder defined in s. 1012.231.~~

2863 Section 46. Subsection (1) of section 1011.71, Florida
 2864 Statutes, is amended to read:

2865 1011.71 District school tax.--

2866 (1) If the district school tax is not provided in the
 2867 General Appropriations Act or the substantive bill implementing
 2868 the General Appropriations Act, each district school board
 2869 desiring to participate in the state allocation of funds for
 2870 current operation as prescribed by s. 1011.62(10)(9) shall levy
 2871 on the taxable value for school purposes of the district,
 2872 exclusive of millage voted under the provisions of s. 9(b) or s.
 2873 12, Art. VII of the State Constitution, a millage rate not to
 2874 exceed the amount certified by the commissioner as the minimum
 2875 millage rate necessary to provide the district required local
 2876 effort for the current year, pursuant to s. 1011.62(4)(a)1. In
 2877 addition to the required local effort millage levy, each
 2878 district school board may levy a nonvoted current operating
 2879 discretionary millage. The Legislature shall prescribe annually
 2880 in the appropriations act the maximum amount of millage a
 2881 district may levy. The millage rate prescribed shall exceed zero
 2882 mills but shall not exceed the lesser of 1.6 mills or 25 percent
 2883 of the millage which is required pursuant to s. 1011.62(4),
 2884 exclusive of millage levied pursuant to subsection (2).

2885 Section 47. Subsection (6) is added to section 1012.21,
 2886 Florida Statutes, to read:

2887 1012.21 Department of Education duties; K-12 personnel.--

HB 7087

2006

2888 (6) REPORTING.--The Department of Education shall annually
 2889 post online links to each school district's collectively
 2890 bargained contracts and the salary and benefits of the personnel
 2891 or officers of any educator association that were paid by the
 2892 school district pursuant to s. 1012.22.

2893 Section 48. Paragraph (c) of subsection (1) of section
 2894 1012.22, Florida Statutes, is amended to read:

2895 1012.22 Public school personnel; powers and duties of the
 2896 district school board.--The district school board shall:

2897 (1) Designate positions to be filled, prescribe
 2898 qualifications for those positions, and provide for the
 2899 appointment, compensation, promotion, suspension, and dismissal
 2900 of employees as follows, subject to the requirements of this
 2901 chapter:

2902 (c) Compensation and salary schedules.--

2903 1. The district school board shall adopt a salary schedule
 2904 or salary schedules designed to furnish incentives for
 2905 improvement in training and for continued efficient service to
 2906 be used as a basis for paying all school employees and fix and
 2907 authorize the compensation of school employees on the basis
 2908 thereof.

2909 2. A district school board, in determining the salary
 2910 schedule for instructional personnel, must base a portion of
 2911 each employee's compensation on performance demonstrated under
 2912 s. 1012.34, must consider the prior teaching experience of a
 2913 person who has been designated state teacher of the year by any
 2914 state in the United States, and must consider prior professional
 2915 experience in the field of education gained in positions in

HB 7087

2006

2916 addition to district level instructional and administrative
2917 positions.

2918 3. In developing the salary schedule, the district school
2919 board shall seek input from parents, teachers, and
2920 representatives of the business community.

2921 4. Beginning with the 2002-2003 fiscal year, each district
2922 school board must adopt a performance-pay policy for school
2923 administrators and instructional personnel. The district's
2924 performance-pay policy is subject to negotiation as provided in
2925 chapter 447; however, the adopted salary schedule must allow
2926 school administrators and instructional personnel who
2927 demonstrate outstanding performance, as measured under s.
2928 1012.34, to earn a 5-percent supplement in addition to their
2929 individual, negotiated salary. The supplements shall be funded
2930 from the performance-pay reserve funds adopted in the salary
2931 schedule. ~~Beginning with the 2004-2005 academic year, the~~
2932 ~~district's 5 percent performance pay policy must provide for the~~
2933 ~~evaluation of classroom teachers within each level of the salary~~
2934 ~~career ladder provided in s. 1012.231.~~ The Commissioner of
2935 Education shall determine whether the district school board's
2936 adopted policy and salary schedule complies with the requirement
2937 for performance-based pay. If the district school board fails to
2938 comply with this section, the commissioner may ~~shall~~ withhold
2939 disbursements from the Educational Enhancement Trust Fund to the
2940 district and take any other measure provided by law necessary to
2941 ensure compliance until compliance is verified.

2942 5. Beginning with the 2007-2008 academic year, each
2943 district school board shall adopt a salary schedule with

HB 7087

2006

2944 differentiated pay for both instructional personnel and school-
 2945 based administrators. The salary schedule is subject to
 2946 negotiation as provided in chapter 447 and must allow
 2947 differentiated pay based on district-determined factors,
 2948 including, but not limited to, additional responsibilities,
 2949 school demographics, critical shortage areas, and level of job
 2950 performance difficulties.

2951 Section 49. Section 1012.2315, Florida Statutes, is
 2952 created to read:

2953 1012.2315 Assignment of teachers.--

2954 (1) LEGISLATIVE FINDINGS AND INTENT.--The Legislature
 2955 finds disparity between teachers assigned to teach in a majority
 2956 of "A" graded schools compared to teachers assigned to teach in
 2957 a majority of "F" graded schools. The disparity can be found in
 2958 the average years of experience, the median salary, and the
 2959 performance of the teachers on teacher certification
 2960 examinations. It is the intent of the Legislature that district
 2961 school boards have flexibility through the collective bargaining
 2962 process to assign teachers more equitably across the schools in
 2963 the district.

2964 (2) ASSIGNMENT TO SCHOOLS GRADED "D" OR "F."--School
 2965 districts may not assign a higher percentage than the school
 2966 district average of first-time teachers, temporarily certified
 2967 teachers, teachers in need of improvement, or out-of-field
 2968 teachers to schools with above the school district average of
 2969 minority and economically disadvantaged students or schools that
 2970 are graded "D" or "F." Each school district shall annually
 2971 certify to the Commissioner of Education that this requirement

HB 7087

2006

2972 has been met. If the commissioner determines that a school
 2973 district is not in compliance with this subsection, the State
 2974 Board of Education shall be notified and shall take action
 2975 pursuant to s. 1008.32 in the next regularly scheduled meeting
 2976 to require compliance.

2977 Section 50. Subsection (2) of section 1012.27, Florida
 2978 Statutes, is amended to read:

2979 1012.27 Public school personnel; powers and duties of
 2980 district school superintendent.--The district school
 2981 superintendent is responsible for directing the work of the
 2982 personnel, subject to the requirements of this chapter, and in
 2983 addition the district school superintendent shall perform the
 2984 following:

2985 (2) COMPENSATION AND SALARY SCHEDULES.--Prepare and
 2986 recommend to the district school board for adoption a salary
 2987 schedule or salary schedules. The district school superintendent
 2988 must recommend a salary schedule for instructional personnel
 2989 which bases a portion of each employee's compensation on
 2990 performance demonstrated under s. 1012.34. In developing the
 2991 recommended salary schedule, the district school superintendent
 2992 shall include input from parents, teachers, and representatives
 2993 of the business community. Beginning with the 2006-2007 ~~2004-~~
 2994 ~~2005~~ academic year, the recommended salary schedule for
 2995 classroom teachers shall be consistent with the district's
 2996 performance-pay policy under s. 1012.22(1)(c) and, beginning
 2997 with the 2007-2008 academic year, the district's differentiated
 2998 pay under s. 1012.22(1)(c) career ladder based upon s. 1012.231.

HB 7087

2006

2999 Section 51. Subsection (6) of section 1012.28, Florida
3000 Statutes, is amended to read:

3001 1012.28 Public school personnel; duties of school
3002 principals.--

3003 (6) A school principal who fails to comply with this
3004 section shall be ineligible for any portion of the performance-
3005 pay ~~performance pay~~ policy incentive or the differentiated pay
3006 under s. 1012.22(1)(c).

3007 Section 52. Paragraph (a) of subsection (3) of section
3008 1012.34, Florida Statutes, is amended to read:

3009 1012.34 Assessment procedures and criteria.--

3010 (3) The assessment procedure for instructional personnel
3011 and school administrators must be primarily based on the
3012 performance of students assigned to their classrooms or schools,
3013 as appropriate. Pursuant to this section, a school district's
3014 performance assessment is not limited to basing unsatisfactory
3015 performance of instructional personnel and school administrators
3016 upon student performance, but may include other criteria
3017 approved to assess instructional personnel and school
3018 administrators' performance, or any combination of student
3019 performance and other approved criteria. The procedures must
3020 comply with, but are not limited to, the following requirements:

3021 (a) An assessment must be conducted for each employee at
3022 least once a year. The assessment must be based upon sound
3023 educational principles and contemporary research in effective
3024 educational practices. The assessment must primarily use data
3025 and indicators of improvement in student performance assessed
3026 annually as specified in s. 1008.22 and may consider results of

HB 7087

2006

3027 peer reviews in evaluating the employee's performance. Student
 3028 performance must be measured by state assessments required under
 3029 s. 1008.22 and by local assessments for subjects and grade
 3030 levels not measured by the state assessment program. The
 3031 assessment criteria must include, but are not limited to,
 3032 indicators that relate to the following:

- 3033 1. Performance of students.
- 3034 2. Ability to maintain appropriate discipline.
- 3035 3. Knowledge of subject matter. The district school board
 3036 shall make special provisions for evaluating teachers who are
 3037 assigned to teach out-of-field.
- 3038 4. Ability to plan and deliver instruction, ~~including~~
 3039 ~~implementation of the rigorous reading requirement pursuant to~~
 3040 ~~s. 1003.415, when applicable,~~ and the use of technology in the
 3041 classroom.
- 3042 5. Ability to evaluate instructional needs.
- 3043 6. Ability to establish and maintain a positive
 3044 collaborative relationship with students' families to increase
 3045 student achievement.
- 3046 7. Other professional competencies, responsibilities, and
 3047 requirements as established by rules of the State Board of
 3048 Education and policies of the district school board.

3049 Section 53. Subsection (4) of section 1012.56, Florida
 3050 Statutes, is amended to read:

3051 1012.56 Educator certification requirements.--

3052 (4) MASTERY OF SUBJECT AREA KNOWLEDGE.--Acceptable means
 3053 of demonstrating mastery of subject area knowledge are:

3054 (a) Achievement of passing scores on subject area

HB 7087

2006

3055 examinations required by state board rule;

3056 (b) Completion of the subject area specialization
3057 requirements specified in state board rule and verification of
3058 the attainment of the essential subject matter competencies by
3059 the district school superintendent of the employing school
3060 district or chief administrative officer of the employing state-
3061 supported or private school for a subject area for which a
3062 subject area examination has not been developed and required by
3063 state board rule;

3064 (c) Completion of the subject area specialization
3065 requirements specified in state board rule for a subject
3066 coverage requiring a master's or higher degree and achievement
3067 of a passing score on the subject area examination specified in
3068 state board rule;

3069 (d) A valid professional standard teaching certificate
3070 issued by another state; or

3071 (e) A valid certificate issued by the National Board for
3072 Professional Teaching Standards or a national educator
3073 credentialing board approved by the State Board of Education.

3074

3075 School districts are encouraged to provide mechanisms for those
3076 middle school teachers holding only a K-6 teaching certificate
3077 to obtain a subject area coverage for middle grades through
3078 postsecondary coursework or district subject content
3079 professional development activities to assist in the preparation
3080 for earning a passing score on the subject area examination
3081 required for add-on certification.

HB 7087

2006

3082 Section 54. Section 1012.986, Florida Statutes, is created
3083 to read:

3084 1012.986 William Cecil Golden Professional Development
3085 Program for School Leaders.--

3086 (1) ESTABLISHMENT.--There is established the William Cecil
3087 Golden Professional Development Program for School Leaders, a
3088 high-quality, competency-based, customized, comprehensive, and
3089 coordinated statewide professional development program that is
3090 aligned with the leadership standards for school leaders adopted
3091 by the State Board of Education. The program shall be
3092 administered by the Department of Education and shall provide
3093 leadership training opportunities for school leaders to enable
3094 them to be more effective instructional leaders, especially in
3095 the area of reading. The program shall provide school leaders
3096 with the opportunity to attain a school leadership designation
3097 pursuant to subsection (3).

3098 (2) DEFINITION.--As used in this section, the term "school
3099 leader" means a school principal or assistant principal holding
3100 a valid Florida certificate in educational leadership.

3101 (3) DESIGNATIONS.--The Department of Education shall
3102 develop criteria for designating high-performing school leaders.
3103 The criteria must emphasize student learning gains, especially
3104 in high schools.

3105 (4) PROGRAM REQUIREMENTS.--

3106 (a) The program shall be based upon the leadership
3107 standards adopted by the State Board of Education, the standards
3108 of the National Staff Development Council, and the federal
3109 requirements for high-quality professional development under the

HB 7087

2006

3110 No Child Left Behind Act of 2001.

3111 (b) The program shall provide a competency-based approach
 3112 that utilizes prediagnostic and postdiagnostic evaluations that
 3113 shall be used to create an individualized professional
 3114 development plan approved by the district school superintendent.
 3115 The plan shall be structured to support the school leader's
 3116 attainment of the leadership standards adopted by the State
 3117 Board of Education.

3118 (c) The program shall incorporate instructional leadership
 3119 training and effective business practices for efficient school
 3120 operations in school leadership training.

3121 (5) DELIVERY SYSTEMS.--The Department of Education shall
 3122 deliver the program through multiple delivery systems,
 3123 including:

3124 (a) Approved school district training programs.

3125 (b) Interactive technology-based instruction.

3126 (c) Regional consortium service organizations pursuant to
 3127 s. 1001.451.

3128 (6) RULES.--The State Board of Education shall adopt rules
 3129 pursuant to ss. 120.536(1) and 120.54 to implement the
 3130 provisions of this section.

3131 Section 55. Section 1012.987, Florida Statutes, is
 3132 repealed.

3133 Section 56. This act shall take effect upon becoming a
 3134 law.